

1989

BRYANT

UNIVERSITY

2018

AN ERA OF TRANSFORMATION

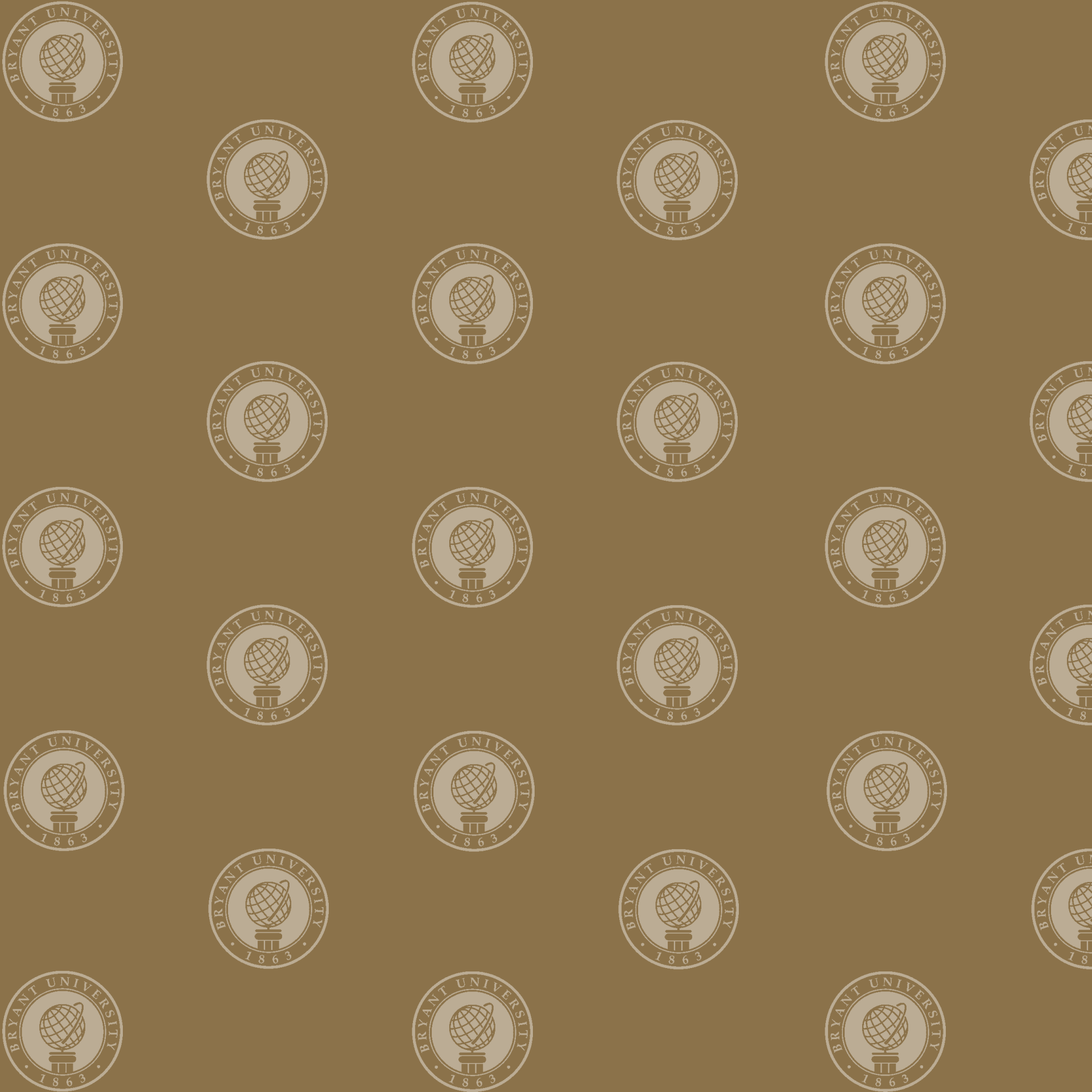


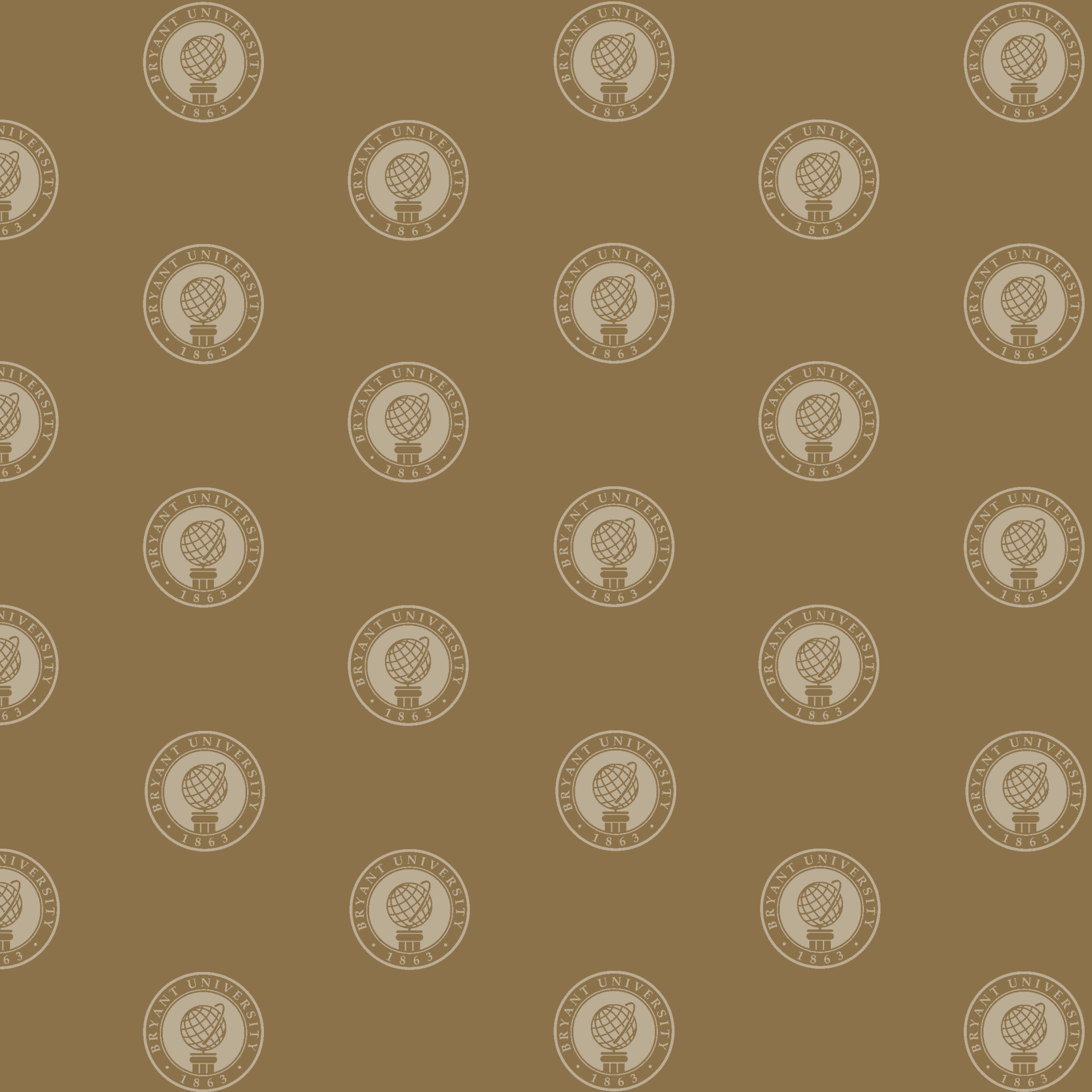
“Time flies at Bryant ... but Bryant memories linger – memories of great people, at a great place, doing great things.

“Few American universities have experienced such amazing growth during these three decades. If you have visited the beautiful campus in recent years, you have seen the transformation. It’s evident in the new facilities, and equally apparent in academics, athletics, and student life.

“So we appreciate having this book as another way to take a tour of our beloved Bryant – traveling in time through its recent past ... marveling at its current success ... and imagining the possibilities of an unlimited future.”

Excerpts of a joint message from the five chairmen of Bryant’s Board of Trustees who served during this 30-year era: Bruce M. Selya 1996H, John E. “Jack” Wolfe 1999H, Thomas A. Taylor 1963, 1998H, Michael E. Fisher 1967, 2015H, William J. Conaty 1967.





A PICTORIAL HISTORY
OF BRYANT UNIVERSITY
1989-2018 – AN ERA OF TRANSFORMATION

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TABLE OF CONTENTS

VI FOREWORD

IX INTRODUCTION

12 ACADEMICS

88 STUDENT LIFE

114 COMMUNITY

146 CAMPUS AND FACILITIES

212 ATHLETICS

242 INTERNATIONAL

276 EPILOGUE



BRUCE M. SELYA
1996H



JOHN E. "JACK" WOLFE
1999H



THOMAS A. TAYLOR
1963, 1998H



MICHAEL E. FISHER
1967, 2015H



WILLIAM J. CONATY
1967

FOREWORD

30 YEARS

A message from the chairmen of Bryant's Board of Trustees who served during this era.

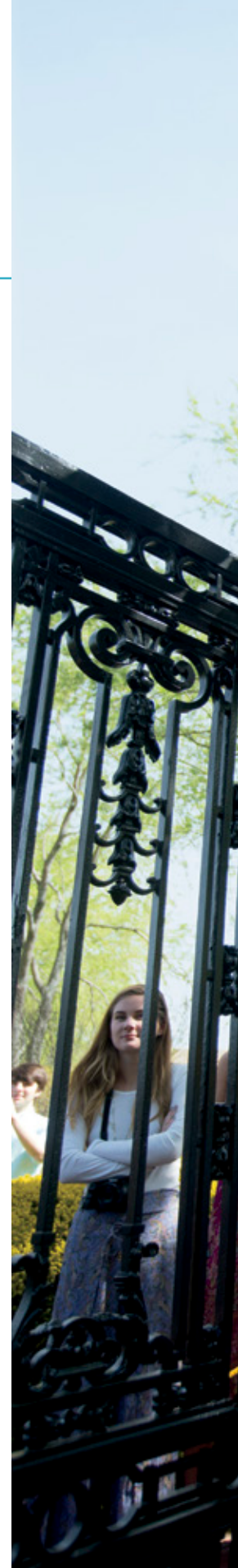
Time flies at Bryant. Whether you're a student, professor, administrator, staff member or trustee, you get caught up in the excitement and, before you know it, years have gone by.

But Bryant memories linger — memories of great people, at a great place, doing great things.

We have had the honor of serving Bryant as Chair of the Board of Trustees during these years. John E. "Jack" Callahan '56, '05H served as chair, as well. Sadly, he passed away last year, but his legacy lives on. He truly loved the school.

We speak with one voice in saying that Bryant is an extraordinary learning community. And few American universities have experienced such amazing growth during these three decades. If you have visited the beautiful campus in recent years, you have seen the transformation. It's evident in the new facilities, and equally apparent in academics, athletics, and student life.

So we appreciate having this book as another way to take a tour of our beloved Bryant — traveling in time through its recent past ...marveling at its current success ...and imagining the possibilities of an unlimited future. We want to thank our fellow trustees for their exceptional service during this period of time. Their devotion, wisdom, and expertise made possible the many achievements noted in this book.





We also want to thank Bryant's loyal alumni. Through mentorship, networking, advice, and generous financial support, they were truly catalytic in Bryant's transformation.

Finally, we would like to recognize the three presidents who served Bryant during these years:

William O'Hara, '90H: 1976-1989

William Trueheart: 1989-1996

Ronald K. Machtley: inaugurated in 1996 and one of Bryant's longest-serving presidents

Leadership is crucial in any organization but especially in a learning community. So we are grateful that President Machtley continues to inspire and challenge the Bryant community. That spirit of challenge was once expressed by Mark Twain — quoted 20 years ago in the keynote address at Bryant's 135th Commencement:

“Twenty years from now, you will be more disappointed by the things you did not do than the ones you did do. So throw off the bowlines! Sail away from the safe harbor! Catch the trade winds in your sails! Explore! Dream! Discover!”

During this era, Bryant sailed away from a safe harbor.

And that voyage continues.

TRUSTEES 1989-2018



We thank those who have generously given of their time and resources to lead Bryant as members of our Board of Trustees over the past 30 years.



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INTRODUCTION UNIQUELY BRYANT

BY PRESIDENT RONALD K. MACHTLEY

Bryant is a story of
surprising transformation.



In the last 30 years, Bryant has grown dramatically – in the number of students, faculty, and staff; in academic offerings and experiential opportunities; in campus size and facilities; in student life; in athletics and wellness; in diversity and international programs; and in its sense of community.

I've had the privilege of serving as Bryant's president for much of this period. It's been a joy — and adventure — to get to know countless students and alumni. And equally, it's been a great honor and pleasure to work with numerous faculty members and staff, all very knowledgeable, talented, and genuinely devoted to our students.

Bryant is a compilation of many stories — an institution that has changed the lives of tens of thousands of students who, after graduation, have gone on to exemplary success in work, service, and life. It's mind-boggling

to realize that this is all so exponential — tens of thousands affecting hundreds of thousands ...and ultimately millions. And so it is that Bryant is inexorably changing the world.

This book is a tribute to the students, faculty, staff, administrators, trustees, alumni, and families who have supported Bryant these 30 years.

It is a sequel to *Bryant College — The First 125 Years*, a pictorial history from 1863 to 1988 written by Valerie Quinney and edited by Peter Mandel and Elizabeth O'Neil.



Since Bryant has become much more complex in recent decades — evolving from a regional business college to a nationally-ranked university — this book does not attempt to provide a full, chronological account of the many changes in programs and personnel. Rather, as former Bryant President William T. O'Hara wrote in a foreword to the first pictorial history, it's meant to be "a book which will make Bryant come to life every time you pick it up."

So, this book has a lot of great pictures and allows you to freely explore Bryant by chapter topic:

- Academics
- Student Life
- Community
- Campus and Facilities
- Athletics
- International

I'd like to thank Bryant's communications team for creating a wonderful book, one that gives us new insights into our history and new appreciation for what Bryant provides students of today.

As much as things have changed in the last 30 years, some important things have not changed, such as our shared values as a learning community, and our vision of Bryant as a unique institution with a vital mission.

In reviewing our history recently, I came across a "President's Message" that I wrote for the then-graduating Class of 2001 ... and realized that I still feel what I expressed on that occasion:

"As a surrogate parent of sorts, I have watched our undergraduates grow intellectually and socially over the past four years. Here at Bryant we have tried to provide them not only with the academic subject matter but also with the life skills and qualities they'll need to be successful in life and in business.

"As Charles Silberman once wrote, 'Education should prepare people not just to earn a living but to live a life — a creative, humane, and sensitive life.'

'Education should prepare people
not just to earn a living but to
live a life — a creative, humane,
and sensitive life.'

"As my wife, Kati, and I have watched these young people grow, we have marveled at how successfully they have navigated the challenges of holding part-time jobs, playing sports, excelling in challenging academic programs ...and still making the time to have fun. We've been their neighbors for four years, and it's been a great experience.

"Our advanced degree students, too, look forward to remarkable futures. In this time of intense global competition, when the demands on every entrepreneur forces him or her to be something of a scholar — and when the demands on the scholar force him or her to be something of an entrepreneur — their degrees are valuable indeed. I salute their determination, their ambition, and their success.

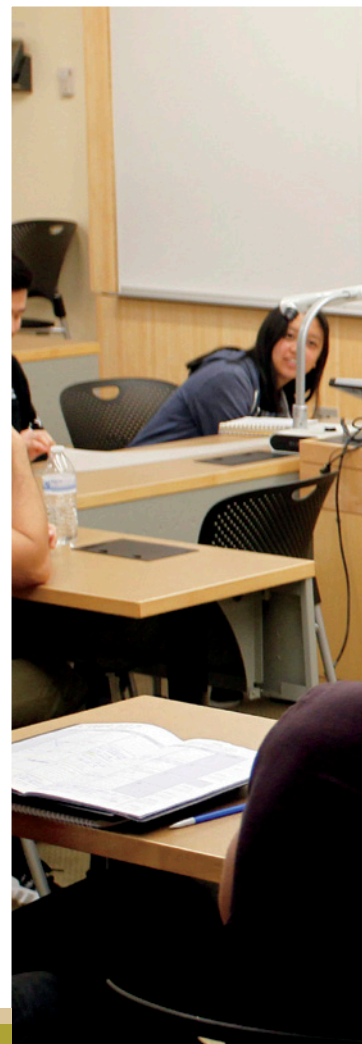
"I and the entire Bryant community feel almost as proud of these graduates as do their own families. It has been a tremendous honor to be part of their lives, introducing them to new ideas, unleashing their potential, and becoming their friends as well as their mentors.

"I won't say goodbye. Instead I'll say, see you soon. Come back and visit us. Share with us your successes. Whether for a class reunion or to recruit future graduates, come back as often as possible — for each of you will always be part of our prayers and our Bryant family."

RONALD K. MACHTLEY



COLLEGE OF ARTS AND SCIENCES



ACADEMICS

16 HISTORICAL EVOLUTION

54 FOCUS INITIATIVES

67 FACULTY REFLECTIONS

COLLEGE OF BUSINESS



PROLOGUE

ACADEMICS

"...a regional business college evolved into a nationally-ranked university."

Bryant's transformation during this 30-year period was dramatic in many ways. That's not too surprising — after all, a regional business college evolved into a nationally-ranked university.

But the changes in Bryant's academic programs were especially remarkable.

To give a full account of that evolution would require several volumes, because there are numerous stories for every academic program and educator. There are stories about how subject knowledge changed, how new courses were created, and how university leaders made institutional decisions that set off chain reactions of new policies and opportunities.

To understand the major changes in Bryant academics during this era, we should view things from different perspectives. So, in this chapter we will consider:

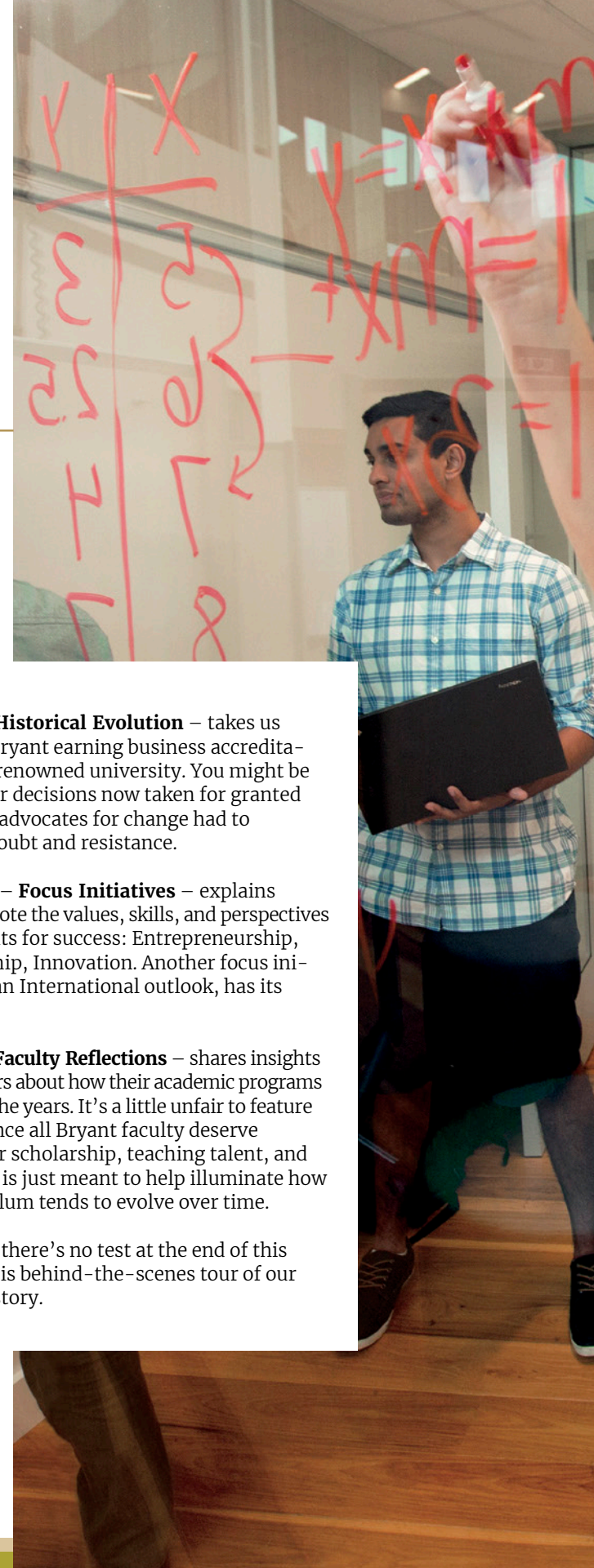
1. **Historical Evolution** – How and why Bryant changed academically
2. **Focus Initiatives** – Programs for entrepreneurship, character, leadership, and innovation
3. **Faculty Reflections** – Professors recall how their courses developed over time

The first section – **Historical Evolution** – takes us on a journey from Bryant earning business accreditation to becoming a renowned university. You might be surprised that major decisions now taken for granted didn't come easily; advocates for change had to overcome serious doubt and resistance.

The second section – **Focus Initiatives** – explains programs that promote the values, skills, and perspectives that prepare students for success: Entrepreneurship, Character, Leadership, Innovation. Another focus initiative, promoting an International outlook, has its own chapter.

The third section – **Faculty Reflections** – shares insights from seven professors about how their academic programs developed through the years. It's a little unfair to feature so few educators since all Bryant faculty deserve recognition for their scholarship, teaching talent, and dedication, but this is just meant to help illuminate how a university curriculum tends to evolve over time.

And don't worry — there's no test at the end of this chapter. So enjoy this behind-the-scenes tour of our recent academic history.

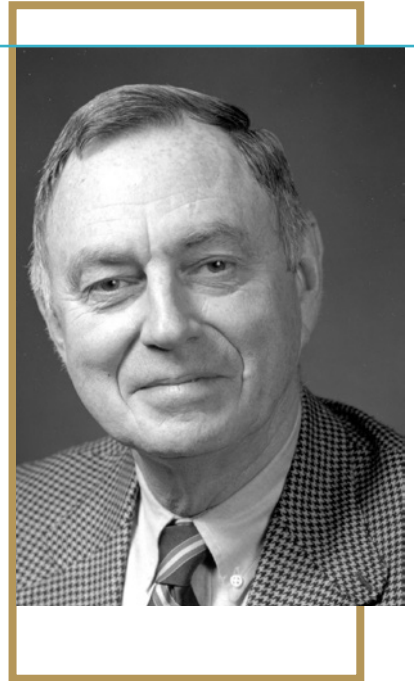




HISTORICAL EVOLUTION

“I arrived here about 30 years ago,” recalls David Lux, the Founding Dean of the College of Arts and Sciences, and the Founding Dean for Bryant Zhuhai. “When I was thinking about joining the faculty, I had asked around about Bryant. The word that came back to me was that it was a happening place. ‘It’s a dynamic place; things will happen.’ That’s been true for all these years.”

Indeed, during this transformative era many things happened. Here are some of the milestones.



1989 THE LAST YEAR OF WILLIAM O'HARA'S PRESIDENCY (1976-1989)

“We really needed rehabbing, and that was what Bill O'Hara did,” recalls Mary Lyons, a Bryant Professor of Communication and Literary Studies. She has served on 15 executive search committees, helping select Bryant presidents and trustees – including O'Hara and the two men who succeeded him.

As president, O'Hara formalized a committee for long-term planning, comprising faculty, staff, and students – making Bryant one of the first colleges in New England to create a strategic planning process. In addition to defining Bryant's mission, the committee set practical objectives, such as maintaining an enrollment level of 2,600 to 2,700 full-time students, and the ambitious goal of enhancing Bryant's national and international reputation. At first, students and faculty

were skeptical, but the plan was ultimately successful in helping raise the College's endowment from \$3 million to \$30 million (today it is nearing \$200 million), attracting Bryant's first endowed chair, and paving the way for AACSB accreditation.

O'Hara made student concerns a top priority, establishing an open-door policy, principally through biweekly “Meet the Prez” sessions in the Rotunda. And he launched the President's Speaker Series, which expanded students' cultural horizons by bringing prominent leaders to the campus.

O'Hara helped build Bryant's reputation as a business resource by establishing the College's Small Business Development Center and the World Trade Center, and

by encouraging faculty to serve as expert resources for local media and as consultants to local businesses.

But what O'Hara remembered most fondly about his tenure as president of Bryant was the relationships he built with students. "I'll always remember the Blizzard of '78," he said. "The East Coast was paralyzed, and a dozen or more faculty and administrators were trapped on campus. At about 11 o'clock at night, there was this banging on my door. And I'll never forget — there were 25 snow-covered students out there. They had come to see if Mrs. O'Hara and I and the dog were all right. Isn't that wonderful? We had them all in for hot chocolate."

This focus on students and checking on one another just like a family has continued to the present day. What sets Bryant apart — besides academic excellence — is the collegial and purposeful community of students, faculty, staff, and administrators.

1989-1996 WILLIAM TRUEHEART WAS BRYANT'S SIXTH PRESIDENT

Trueheart had served as Executive Vice President of Bryant during the three years prior to being inaugurated as president in 1989. He was the first and only African-American president in New England.

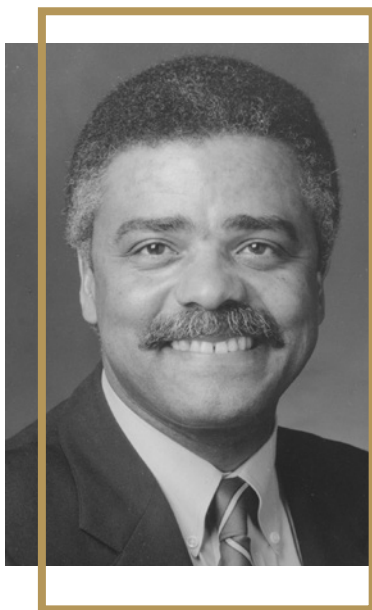
"While not necessarily committed to going to university status," Trueheart recalls, "we were strengthening our critical programs. I came from a liberal arts background and thought that in order to recruit high-quality liberal arts faculty, we should offer more liberal arts courses and recruit teachers who could contribute the kinds of skills our students needed as they moved on to positions of responsibility — oral and written communication skills, not just pushing numbers. Even auditors have to do that. So that was part of our academic plan."

"To strengthen the business program, we needed to get accreditation by the Association to Advance Collegiate Schools of Business (AACSB) International. To achieve that accreditation, we needed to make a lot of costly,

major changes. We needed to replace some faculty who did not possess terminal degrees in order to meet AACSB standards. I was more involved in that work than college presidents usually would be. I was proud of the great work our academic leaders accomplished. The whole institution pulled together to make it happen.

"We also had to strengthen other aspects of the college. We had to work to diversify our faculty; that was a high priority for me and for the board because we had been very homogeneous. It was a rocky road because we were buying out contracts and encouraging others to seek new opportunities. Going for AACSB required all kinds of personnel changes. And not having the accreditation limited our ability to attract the best business faculty and the best students, including international students, because they couldn't go on to graduate school. To get international students, the board hired my wife, Carol, who was formerly with the Peace Corps and quite a world traveler, to travel to eight other countries to find strong students who were also full-tuition payers. Margaret Drugovich, now president of Hartwick College, was the person I asked to focus on enrollment management and diversity, and she became my assistant as well. We wanted to make sure that recruitment had the full support of the college — academic as well as administrative. We weren't too successful in recruiting minority students. There was some improvement, but not to the degree I had hoped. It improved under Ron Machtley as president, partly because of his expansion of athletics.

"We also entered into an articulation agreement (typically between a four-year university and a two-year community college) with Community College of Rhode Island, to strengthen the relationship with them through recruitment. We approached other colleges in Rhode Island, but they viewed us as a rival rather than feeder. We made good efforts at recruitment, but it would have helped to have had more resources to be able to do more.



“Something that a lot of people don’t know is that the stand-alone business schools always had general education and the arts and sciences as well. They had an arts and sciences faculty. Even in 1990, I think the arts and sciences faculty was already larger than the business faculty, because it was getting ready for AACSB, and AACSB required that at least 60 percent of the degree be in general education. So, you had to have a strong general education faculty.” – David Lux



“In technology, we knew changes were moving rapidly. We knew that as a business institution we’d be more heavily influenced by the need of students to be more technologically competent, so we made it a priority. We hired technology faculty and administrators to try to get up to speed academically and administratively.

“Financial viability was important too. Our board made it clear that it was important to build our endowment, so we’d be less dependent on tuition. Because we knew how many students were enrolled in schools around the country, we knew there’d be a dip and a decline in business disciplines. We wanted to protect ourselves from that decline in applicants, so we decided to raise tuition in early years so there’d be a decreasing rate of increase in years when competition would be keenest later. One reason for that concern was the higher costs that would come with pursuing accreditation. But also, we knew we’d have tuition competition with colleges like ours. We had one of the lowest tuitions, so we could increase without becoming an outlier. So that provided more resources for us to do what we had to do. That was a tough decision. Some on the board, faculty, and alumni criticized us for doing that. But it was the right decision.

“We had to make changes administratively to accomplish things different from prior administrations. We hired a very strong Vice President of Academic Affairs. He took the lead with me in figuring out how to make changes in faculty lines to achieve accreditation. He had experience with AACSB and prior liberal arts. He knew how to encourage, advise, and support the deans and department chairs in identifying faculty we needed in order to get accreditation approval.

“It changed the culture for the faculty in that research became a critical and major component of being able to work here ...”

“All of that helped build the base for the academic strengthening that allowed Bryant to later think about whether to become a university. Ron Machtley, to his great credit, had that vision and built on the foundations, and did it brilliantly.”

1990 THE ERA OF BRYANT'S FULBRIGHT SCHOLARS BEGAN

Professor of Management Roger Anderson, Ph.D., was the first Bryant faculty member to receive a Fulbright scholarship award. In 1990, he taught for a semester at Dokuz Eylul University in Izmir, Turkey. (In 2013, he was awarded a second Fulbright grant, traveling to Warsaw, Poland, where he taught and visited seven countries.)

In later years, seven other Bryant faculty members received grants through various Fulbright programs: Professor and Chairman of the Department of Communication Stanley Baran, Ph.D., (Germany, 1997); Professor of Accounting Charles Cullinan, Ph.D. (Portugal, 2000); Associate Professor of English and Cultural Studies William Graves, Ph.D. (Belarus, 2002); Professor of Management Christopher Roethlein, Ph.D. (Czech Republic, 2007). Professor of Legal Studies Michael Bryant, Ph.D. (Germany, 2009); Professor of Economics Joseph Ilacqua, Ed.D. (Pakistan, 2014); Professor of Anthropology, African Studies, and Music Alex Perullo, Ph.D. (London, 2015–2016).

1994 BRYANT RECEIVED FULL ACCREDITATION FROM AACSB

“One of the things that really changed Bryant was completing our AACSB accreditation,” recalls Ron Deluga, Professor of Psychology “That was on the business side of the house, primarily, but it changed the culture. It changed the culture for the faculty in that research became a critical and major component of being able to work here as a faculty member. And it really upgraded the professionalism of the entire college at that time. It was a massive change in faculty over a short period of time. That decision was carried out by President Trueheart and the two Vice Presidents for Academic Affairs who served during this period, Dr. James Robinson and Dr. Mike Patterson. Mike particularly really pushed that through.

“It was a huge change in the curriculum, in the type of faculty that were here, and even the nature of our offices. We each used to share offices with another faculty member. I look back and wonder how I did that, because it meant constant interruptions from students of other professors that I didn’t have anything to do with. But we eventually got our own offices, so we could more easily concentrate on our work.”

Professor David Lux has a similar memory. “When I arrived in 1990, it was the first week of school. I went down to public safety and asked if I needed a parking sticker. I was asked if I teach in day school or night school. I said I was full-time faculty. ‘Oh, don’t worry about it then,’ I was told, ‘you only need one if you teach in the night school.’ And that was characteristic of the transition of Bryant from being the stand-alone business school. Many of the students then were night students. There were different, separate classes for day students and night students. So that was the start of a transition and the coming age of AACSB.

“There was an Old Guard that asked: ‘Why do we need to change? The evening college is good enough; it’s a money maker. What’s all this stuff with AACSB, and publications, and higher academic standards, and all that kind of stuff?’ But then those who observed higher education in business knew that the rigor and academic standards required by AACSB would position Bryant much better for the future. The majority of faculty and the board wanted a higher-caliber, nationally recognized school. And this was a solid decision that set the stage for later increases in quality and reputation.

“I was hired as part of a move to create academic standards that were higher level than the old academic standards. And that had been going on for quite a while. That was really the drive of Dr. James Robinson, who was the vice president for academic affairs at the time. He launched the move toward AACSB and that really created two factions in the business school.

“It’s been a long, long transition. The last of the anti-accreditation people are just retiring now. And for the College of Arts and Sciences, one of the things that Dr. Robinson was committed to doing was upping the



quality of the arts and sciences education. He launched a program that really came to a conclusion the year Ron Machtley arrived in 1996. He launched an initiative to upgrade the curriculum reform to bring the liberal arts curriculum much more into sync with the NEASC academic standards to raise academic standards and make a better general education.

According to Professor Roger Anderson, "AACSB required a very different kind of faculty and it caused a dramatic change in culture. And parts of that period were quite difficult because you may have had people who had been teaching a particular course for decades, and those people were told they couldn't teach those courses anymore because they were not AACSB qualified. So, it was really difficult for many of the faculty who had been at Bryant for many years and had given themselves over to serve the institution. They felt they were being left behind.

"The reason for bringing in these terminally qualified people who were active in scholarship was that that's a central focus of AACSB. In order to be promoted, in order to be tenured, in order to receive merit increases of any kind, you had to be productive as a scholar. We had faculty who just didn't have that background. Many had been at Bryant for years when this change

took place, and suddenly their prospects for advancing were gone. Some of the established faculty took things in stride and welcomed the new people. For others it was very difficult.

"Also, at that time, there were dramatic increases in tuition. Tuition was going up 18 percent a year for several years in a row for all of this. And oddly, it didn't hurt the enrollment at the time. There was a perception that price equates to quality. But it really did change the distribution of incoming students in that at the beginning of that period around 80 percent of students were from Rhode Island; now it may be under 10 percent. There was also a robust evening program that was essentially shut down as a result of AACSB. Bryant used to have branch campuses in Providence and Newport, but they were closed.

"Dr. Mike Patterson eventually became Vice President for Academic Affairs. He was a retired military man, and he took the institution through AACSB in a very disciplined manner. That was from 1988 to 1996. Under Mike Patterson's leadership, we marched to the finish and got the AACSB accreditation. And once the accreditation was achieved, things settled down."



EARLY '90s BRYANT INTRODUCED MINORS FOR ARTS & SCIENCES

Dr. Roger Anderson explains that at the time of AACSB accreditation, “There was only one major, Business Administration, and five concentrations — Management, Marketing, Finance, Accounting, and Computer Information Systems. There were arts and sciences courses and arts and sciences faculty, but there were no arts and sciences programs. I was asked to be the academic dean and I took that role with the agenda to reform the curriculum. It was during my term, in the early 1990s, that we introduced the arts and sciences minors.

MID-'90s STUDENT ENROLLMENTS DECLINED -- AND BRYANT WAS IMPERILED

“The decade prior to Ron Machtley assuming the presidency of Bryant College had seen a gradual but ultimately sharp decline in the number of traditional undergraduate students enrolled – from approximately 3,100 in 1986 to just over 2,100 students in 1996,” recalls Dr. Roger Anderson. “This drop in enrollment was the result of a marked decline in the number of high school graduates nationwide, as well as a sudden decline in the number of young women enrolling in business programs. As a result of this combination of factors, there were five empty dorms, staff layoffs, a predicted budget deficit of \$1.75 million, and a college community anxious about its survival.”

1996 RONALD K. MACHTLEY BECAME BRYANT'S SEVENTH PRESIDENT

Under President Machtley's leadership from 1996 through the end of this 30 year period, Bryant experienced a transformation of its facilities, academic programs, technology, and campus life, resulting in national recognition and an impressive increase in rankings. Student enrollment was up again. Bryant was back – bigger and better than ever.

But how was a non-educator chosen to lead the college at a time of such threatening challenges?

Mary Lyons, the professor who served on numerous executive search committees, recalls the presidential selection process: "Ron Machtley first came to our attention as a suggestion from President Trueheart, who had co-taught a Bryant class with him about government, law, and politics, a class that drew on Ron's experience as a U.S. Representative in Congress. He taught on Mondays, and then flew back to Washington for the week.

"The search process had been going on a long time, about seven months, with no luck. It was like rolling admissions: we figured we would know the right person when we interviewed him or her. I knew Ron. I'm a Rhode Islander and remember his campaign for Congress. At this point, Ron was doing work in telecommunications and traveling all over the world, so I was on the phone with him when he was in South America, Germany, or wherever. I was coordinator for the search committee, so I was arranging the interview appointments.

"I had changed Ron's appointment because another candidate, for some reason, had to come and go at the last minute. I basically had to hide Ron behind a potted palm in the Marriott because he was a very recognizable figure in Rhode Island. I asked him, 'Do you mind waiting?' No, no, that's fine, he said. That's Ron; he didn't mind.

"So the other candidate left, and everyone was despondent. He'd come so highly recommended, but he was just awful. Ron came in – I remember this so vividly – and he sat at the table. Everyone was so discouraged because we had been at this for so long with nothing to show for it. And I remember exactly what Ron said: 'I am not an educator, but I owe everything I've been able to do to education.' That was his opening statement. I was sitting toward the end of the table and watched what happened. It was like a fast-forward of a dry, unwatered plant – it's coming to life and you can see it.

"I watched everyone's body language change. They were leaning in and listening intently. Ron talked about the first teacher who made a difference in his life when he was growing up in Johnstown, Pennsylvania. He said the only educated people he knew were his teachers, his clergyman, and doctors. He was drifting as a high schooler, as a lot of guys do, and he said he had an English teacher and principal who was also the football coach. 'He took an interest in me. And he told me to join the team. Because of the direction this one man gave me, I later qualified for the U.S. Naval Academy for college. If it weren't for that one teacher ...'

"Sometimes you can say that an interview got a person a job. That's what happened with Ron. And it wasn't because we were desperate, it was: why didn't we meet you seven months ago?





“There’s kind of an epilogue to this story. Ron’s inauguration was a big to-do, with a tent for some of the president’s guests. For some reason, I was early and noticed a gentleman sitting in the reserved section — an older gentleman, in a suit, alone at that moment. I have no idea why, but I went up to him, on a hunch, and asked, ‘Are you Ron’s principal and teacher and coach from high school?’ And he said, yes. That is so Ron. Who did he have as his guest of honor? The man who made it all possible — the teacher, principal, and football coach who helped turned his life into something very special.

“Ron is a very ethical man. He’s not perfect; nobody is. But he does things because in his heart he feels it’s the right thing to do. And the kids love him. They call him Big Dawg. And at any kind of gathering where he’s introduced, you’ll hear the students hoot and holler. That’s been going on since 1996. He hasn’t lost the magic. They love him.”

Professor Ron Deluga contends two things dramatically changed Bryant: AACSB accreditation and when Ron Machtley arrived. “I’m stealing someone else’s phrase — Ron was not a breath of fresh air; he was a hurricane of fresh air,” said Deluga. “He got things done, at so

many different levels. Not just buildings but creating the College of Arts and Sciences and all the different new academic programs – such as my department of Psychology, which did not exist until 2001.”

But when Machtley first became President in 1996, he was not instantly embraced by the faculty. Professor Mike Lynch, who joined Bryant 20 years earlier and created the Master of Science in Taxation program, recalls posing a tough question to Machtley at his first faculty meeting.

“The president of the union had approached me and said, ‘Mike, when he’s done speaking he’ll ask if anyone has any questions. We feel you’re the person who should ask our question.’ I asked what the question was, and he told me. I was tenured at the time, so, after Ron finished speaking, I raised my hand and said, ‘President Machtley, of all the candidates considered for the position, you were obviously the best and well-qualified for the position. Welcome aboard. However, as faculty, we would like to know: considering the fact that you’ve never taught at a college, never published, never worked in a union, have no background in education, what do you bring to the table for us?’ He replied, ‘I agree with everything you just said. What I expect is for you to educate me in the next two years. And I promise I will listen, learn, and try to do the right thing.’ And for all these years, he’s listened, learned, and he’s done the right thing, even when it was difficult. And I think I can say that almost every decision he’s made at Bryant, I support.

“There are always things that could have gone the other way, but he’s visible. If I go in the men’s locker room, he’s there. If I go to a basketball game, he’s there. If you walk through the rotunda, he’s there. He’s everywhere. And if he’s not there, his wife, Kati Machtley, is there. They want to be there. They’re open. They’ll stop you and talk and answer any question.”

David Lux, who later helped found Bryant’s College of Arts and Sciences, recalls that the new president wasn’t immediately greeted with enthusiasm by some students. “One of Ron’s first issues when he got here was a protest from students who marched to his office

to complain because that they were being forced to take a liberal arts minor. By the time they graduated in 2000, they protested that they couldn’t get the minors listed on their degrees. So, there had been a serious, significant turnaround in attitude.”

1997 BOARD APPROVED PRESIDENT MACHTLEY’S STRATEGIC PLAN, *THE NEW CENTURY PLAN FOR EXCELLENCE*

The new college president immediately had to grapple with a downturn in enrollment and other troubles, but he jumped right in. “There’s an old Navy adage,” Machtley noted, “when you’re in battle and you’re hit by a torpedo, first stop the flooding, then fight the battle.”

Bryant’s leaders began to stop the flooding by implementing the *New Century Plan for Excellence*, a strategic vision the Board of Trustees had charged Machtley with developing soon after he arrived.

All understood that Bryant could not afford to stay with the status quo, but it was also felt that Bryant should not forget its heritage. “As I looked at the history of Bryant since 1863,” said Machtley, “what we’ve done really well is enable our students to go out and be successful. And it became clearer and clearer to me that if our students became great, then Bryant would become great. So it became our mission in 1996 to be a student-centered college, focused on excellence, to ensure that every student would achieve his or her personal best in life and in business.”

The new mission marked a “very important cultural shift,” said Jack Wolfe ’99H, a past chair of Bryant’s board of trustees. “The board had always had a financial orientation, but Ron’s emphasis on character and integrity, on the whole person, moved us to have an equally strong student orientation.”

The New Century Plan called for new academic and athletic facilities, cutting-edge technology, and more scholarships. To execute the plan, President Machtley

recruited a team of higher education veterans from within and beyond Bryant, including J. Thomas Eakin in student affairs, V.K. Unni in academic affairs, and Roger Anderson, a former Bryant dean and management professor who became the president's executive assistant. The team worked together exceptionally well. Indeed, they carried out the five-year plan two years ahead of schedule.

A surge in student applications reflected the Bryant comeback. In 2001, President Machtley was able to say in an interview with *Bryant Business* magazine, "We have about 66 percent more student applicants than we had in 1996, a growth rate that exceeds that of most other colleges."

1997 FIRST LADY KATI MACHTLEY STARTED THE SUCCESSFUL BRYANT'S WOMEN'S SUMMIT

Kati Machtley was truly the President's working partner on numerous fronts, including co-hosting hundreds of events every year. Her leadership was particularly important in an event she founded and directed, Bryant's Women's Summit.

The Women's Summit became one of the most popular women's conferences in New England. It is the largest and longest-running conference for women in Rhode Island, selling out every year since its inception.

Twenty years later, in 2017, the *Providence Business News* reported: "Founded by Director Kati Machtley to encourage more women to enter careers in business, the event welcomed 350 people in 1997. This year's event sold out within hours and will welcome more than 1,000 attendees to the school's Smithfield campus for a day filled with panel discussions, keynote speeches – including by actress Geena Davis and Liberian Nobel Laureate and peace activist Leymah Gbowee – and networking. The project has evolved from the idea



of merely helping women see business as a fulfilling career choice to an event that challenges women to maximize their potential and then helps them develop the tools to do so. An event for both those starting out on a career path, as well as those looking to reinvigorate one in progress, the summit is a testament to Mrs. Machtley's determination to make a difference and her ability to inspire others to join the mission. And it is a sign of what can be accomplished when a good idea is well-executed."



Workshops explore strategies for professional and personal success – At the 2018 Women’s Summit, participants could choose among 24 breakout sessions throughout the day, with experts leading each one. Kati Machtley said workshops are designed to help women achieve success and ensure well-being with subjects like “innovative thinking, financial empowerment, confidence building, improving communication skills, cybersecurity, diversity awareness, entrepreneurship, marketing, mentoring, and healthy lifestyles.” Activities are held all over the campus. Some of those who attend the event have never been to the campus, so they discover the impressive functionality of Bryant’s facilities and enjoy the warm welcome.





1997 BRYANT UPDATED AND EXPANDED ITS TECHNOLOGY

Bryant made a multimillion dollar investment in a new campus-wide computer infrastructure. IBM evaluators rated it among the best in the country.

As the internet and email transformed communication, Bryant provided full access to the necessary technology to all students, faculty, and staff. Soon after, *Yahoo*, *Forbes.com*, *Wired* magazine and *Princeton Review* ranked Bryant as one of the “most wired” colleges in the U.S.

One of President Machtley’s early technology initiatives was providing laptops to all incoming freshmen, with the laptops replaced every two years as part of tuition. Before the program, 40 percent of students did not have laptops. The new program ensured that all students had the most current technology, regardless of their personal finances, as well as uniformity and compatibility in communications.

When President Machtley first proposed the laptop program, many doubted its value, but later, what had seemed like a luxury, was deemed another competitive advantage for Bryant. It was a big investment when the value of this technology was not considered certain, but the president could see that the digital revolution would change everything in higher education, the marketplace, and business world.



Technology transformed education at Bryant. The laptop program ensured equal opportunity for students; now everyone was connected. Faculty were also provided with new technology and courses to help them understand how they could use technology to enhance their pedagogy.

1997 BRYANT ADOPTED NEW STRATEGIES TO BOLSTER STUDENTS' BASIC SKILLS

The Writing Center was established in 1997 to provide students the opportunity to work one-on-one with writing specialists. The professional staff, and student writing consultants who are trained and certified by The College Reading and Learning Association, work with students at all stages of the writing process – brainstorming, outlining, thesis development, and draft editing.

Bryant later expanded this service to create an Academic Success Program to give students regular access to other learning specialists who could provide individualized assistance and group workshops for improving study skills.

Today what started out as a Writing Center is the Academic Center for Excellence (ACE), staffed by professional math specialists and peer tutors, as well as writing specialists. In addition, ACE offers one-on-one and group appointments for a variety of subjects including economics, finance, and accounting. It has helped students with remedial skills and B students become A students as a result of improved academic skills.

The Academic Success Programs also provide specialized services for international students and English language learners to help them improve their performance and confidence. In addition, ACE serves students with various learning disabilities to help them strengthen their academic skills. While the Bryant curriculum is challenging, ACE has really helped students to enhance their study skills.

1998 V. K. UNNI BECAME VICE PRESIDENT FOR ACADEMIC AFFAIRS

V. K. Unni was President Machtley's first major academic hire. A gifted faculty member, Unni worked collegially with everyone and hired many new faculty during his leadership tenure. He also ensured that Bryant would pass all of its accreditation reviews, both AACSB and NEASC.

1998 BRYANT CREATED A FINANCIAL SERVICES MAJOR

Bryant became the first institution of higher education on the East Coast, and second in the country, to offer an undergraduate degree program in Financial Services. That major brought together an interdisciplinary curriculum of legal studies, accounting, and marketing – preparing students for the intensely competitive, technology-based financial services environment. And it helped position Bryant for an important, growing partnership with a pioneering company that had just moved in across the street, Fidelity Investments.

President Machtley wrote at the time, "We long have recognized that meaningful change requires looking beyond our walls to identify the needs of the audiences we serve. After all, we stand not as an isolated ivory tower, but as a business leader. That explains, in part, why Bryant is one of the first colleges in the nation to offer a major in financial services. We observed the decade's mega-mergers, society's demographic shifts, and the region's most thriving business sectors – and we asked the pertinent questions. What do these changes mean for business? What will companies need from the employees of the future? How can we best prepare our students to thrive in new careers and to lead in new environments?"

Robert C. Pozen was president of Fidelity Management and Research Company when the new major was announced. He shared some insights about the financial services industry with *Bryant Business* in 1999. He noted that job prospects for financial services graduates were very good: "In general, there's a huge need for anybody who knows operations, marketing, budget management, human resources, how technology and the Internet work, and so on.

“More specifically, there’s a need for people who can value securities on a daily basis and who know how to calculate the net asset value of funds. We are looking for college-educated people who have some general financial background. We want smart people who are able to think well, logically and creatively. We look for a strong work ethic and personal integrity.”

2001 BRYANT ADOPTED A NEW STRATEGIC PLAN, VISION 2010

With the College’s messaging on track and enrollment growing as a result of the initiatives of the New Century Plan for Excellence, attention turned to the need to address key “structural” concerns: non-competitive facilities, program limitations, and insufficient philanthropic support.

Based on a campus master plan developed in collaboration with the architectural firm, Stubbins Associates, Bryant announced a \$50 million expansion plan to create both exceptional buildings and beautiful green space. The plan called for the construction of the George E. Bello Center for Information & Technology, the Douglas and Judith Krupp Library, the Elizabeth and Malcolm Chace Wellness and Athletic Center, extensive renovation of the Unistrukture, and the creation of the Hassenfeld Common.

After careful analysis of demonstrated market potential, consistency with the College’s core identity, and ability to leverage existing resources, Bryant added new degrees to its program offerings: Bachelor of Arts in Communication, Bachelor of Arts in Psychology, and Bachelor of Science in Information Systems. The College also enhanced its International Studies Program and added a new minor in International Business. In just three years, the campaign concluded when it exceeded its fundraising goal — raising more than \$40 million for scholarships, new programs, and new facilities. The increased philanthropic support fueled Bryant’s growth strategy at a crucial time.

Phase II of the Vision 2010 strategic plan was based on the premise that to compete Bryant had to differentiate itself from competitor institutions by creating situational value. That involved: first-rate academic programs that blended liberal arts and professional curriculums and theory with practice; a strong focus on character development; a highly “personal touch” focused on each student as an individual; a clearly defined international focus and strategy; and facilities and technology which would be second to none.

Vision 2010 had five strategic pillars: Academic Quality and Reputation, Student-Centered Learning Community, Facilities and Technology, Internationalization and Diversity, and Individual High Touch. The process required each vice president, in consultation with his/her divisional staff and the other members of the President’s Cabinet, to develop goals related to each of the five strategic pillars. This process helped ensure that responsibility for advancing the University’s strategic objectives was understood and shared across the entire institution.



2001-2018 BRYANT WENT GLOBAL

Through the years, Bryant became increasingly ambitious about providing a global perspective to students – combining extensive study abroad and overseas travel opportunities with globally-oriented coursework and intercultural programming on campus.

By 1999, Bryant had augmented its international studies concentration and created a new minor in International Business. Throughout the curriculum, professors incorporated international case studies in class discussions. The John H. Chafee Center for International Business at Bryant offered students and area businesses a wide range of resources for learning about world trade, including seminars led by faculty and outside experts, and videoconferencing services that enabled classes and companies to conduct virtual meetings with people in other countries.

In 2005, Bryant entered into a groundbreaking educational partnership with the China University of Geosciences in Wuhan Province. Also in 2005, the U.S.-China Institute opened on the Smithfield campus, enhancing academic and business programs with Chinese academic institutions and organizations.

In 2007, Bryant launched the Sophomore International Experience (S.I.E.). By 2018, 34 percent participated in the program; there are 52 study-abroad countries to choose from, with 291 locations.



In 2008, Bryant created an International Business major, and it became one of the University's fastest-growing majors, recently ranked third in the nation by *College Factual/USA Today*.

In 2016, The Confucius Institute opened at Bryant. It was the first China-funded institute in southern New England dedicated to the promotion of Chinese language and culture. China became the cornerstone in Bryant's international strategy.

In 2013, MBA students in Bryant's first graduate Global Immersion Experience traveled to Chile.

In 2015, Bryant opened a campus in China, Bryant Zhuhai, a joint venture with the Beijing Institute of Technology (Zhuhai). It is located in Zhuhai, a city of 45 million people that is directly across the South China Sea from Hong Kong. The four-year degree program is taught in English and designed to mirror Bryant's rigorous U.S. curriculum, with graduates receiving a Bryant degree.

Bryant's progress in going international has been so important, we devote an entire chapter to it.



2001 BRYANT LAUNCHED ITS FIRST COMPREHENSIVE CAPITAL CAMPAIGN

“The Campaign for Bryant: It’s About Changing Lives” was led by Jack Callahan ’56, ’05H; George Bello ’58, ’96H and Malcolm “Kim” Chace ’09H. In just three years, the campaign concluded when it exceeded its fundraising goal — raising more than \$40 million for scholarships, new programs and new facilities. The increased philanthropic support fueled Bryant’s growth strategy at a crucial time.

Years later, William J. Conaty ’67, ’98H Chair of the Board of Trustees, said that when Ron Machtley arrived at Bryant as the new president, “he found a campus that did not match the ambitions of our institution.

Though rich in intellectual vigor and institutional reputation, at that time Bryant lacked the physical resources — great facilities — to fulfill its mission to develop the mind, body, and spirit of each student.”

The generosity of alumni and friends during Bryant’s first capital campaign was soon evident in new, stunning buildings at the center of the campus: the George E. Bello Center for Information and Technology, the Douglas and Judith Krupp Library, the Elizabeth and Malcolm Chace Wellness and Athletic Center, and, in subsequent years, the Ronald K. and Kati C. Machtley Interfaith Center, and the Michael E. ’67 and Karen L. Fisher Student Center.

Together, the Bello, Chace, and Interfaith Centers created an arc of buildings that symbolized the education of the whole person in mind, body, and spirit.

2001 BRYANT LAUNCHED NEW MAJORS IN COMMUNICATION, APPLIED PSYCHOLOGY, AND INFORMATION TECHNOLOGY

In anticipation of the creation of a College of Arts and Sciences, it was decided that Bryant should start three pilot majors. All the departments in arts & sciences were asked to submit proposals based on the following three criteria: 1. Bryant's historic focus on education for career success; 2. Utilization of existing resources and faculty; 3. Contribution to a financially sustainable model. A total of 20 proposals were submitted and the three cited above were selected.

“Today's Bachelor of Science in IT combines traditional computer science courses with knowledge of business management and financial and analytic practices.”

Bryant's new Communication Department was designed to give students an advantage in the professional world by immersing them in Standard English and communication theory, so they could create well-constructed arguments and compelling presentations. Stanley Baran, Founding Chair of the Communication Department, said at the time, “What is considered acceptable writing and speech is not what it used to be, but good writing and oratory are always going to prevail.” Recognizing that communication is an ever-changing industry, Bryant's communication program gives students the flexibility to design programs of study that work in the real and virtual worlds. The Communication Department covers the whole spectrum – interpersonal communication, mass communication, writing, and media production.

Ron Deluga was Founding Chair of the Psychology Department. “It was a privilege being the first chair, and it was a rare opportunity to create a new department from scratch,” he said. “We had worked closely with President Machtley to push this through — particularly with the Board of Trustees — because we never had non-business majors before. The board had to be convinced this was a good idea to help expand enrollments. We developed a minor that created a lot of interest from students. And the thinking was, based on data from other universities, that the type of students interested in majoring in psychology tend to be female, and they wanted to attract more female students to Bryant.”

Recognizing the growing importance of information systems in business decision-making, Bryant started an undergraduate degree program for Information Technology. Today's Bachelor of Science in Information Technology combines traditional computer science courses with knowledge of business management and financial and analytic practices. The integrated curriculum teaches the range of skills necessary for success in nearly all contemporary careers. As an information technology major, students benefit from exposure to diverse technologies, including software development, digital arts, databases, information technology security management, telecommunications, website building, computer architecture, project management, and analytics. The program also explores the creation of technology tools and topics such as programming, data structures, and algorithm design. As the technology has developed and changed, so too has the information technology major. Now a data science major is about to launch.

At the graduate level, in 2001, Bryant also started a master's of Information Systems.

And during this time period, Bryant augmented its international studies concentration and started a minor in International Business.



2002 THE BELLO CENTER FOR INFORMATION AND TECHNOLOGY OPENED, WITH A NEW LIBRARY INSIDE

Expanding beyond the Unistrukture, the original idea was for a new classroom building, but after a review with the architectural firm, Stubbins Associates, it was decided to move the library from the inside of the Unistrukture to a new facility, thus freeing up more space for additional academic classrooms. So, one of President Machtley's first priorities was to build a new library. In 2000, a ribbon was cut to open the George E. Bello Center for Information and Technology, which houses the Douglas and Judith Krupp Library. Even the name of the building foretold the coming technology revolution of sorts.

"When we first opened, some students seemed a little intimidated," recalls Mary Moroney, Bryant's Director of Library Services from 1982 to 2018. "Even some faculty said, 'Oh, wow, look at this building; I don't know if I can navigate this.' It was so different and it was stunning. For those familiar with the old, much smaller library in the Unistrukture, it took some adjustment.

"A huge change over the years is our having so many more electronic books than physical books. We buy e-book and video collections, some we own outright, and some we subscribe to. In 1995, we still had journals on CD-ROMs, but we didn't have these databases. Now we have enormous databases with access to 30,000 journal titles and back files — academic journals, popular journals, association journals, the whole gamut. We planned the building so that every seat had both a plug for data and electricity, as we were not sure the building could handle the volume of traffic expected on an everyday basis with every student coming with a laptop and limited bandwidth on the then WiFi systems. As it turned out over the years, the inclusion of those plugs was an excellent choice not for the reason initially thought, but for power as battery units are depleted in the laptops after use throughout the day.





“We’re more of a general library than a research library. But, being part of a global system, if someone is doing very advanced specialized academic research and we don’t have a particular publication, we can borrow from other libraries — even in other countries — and, in turn, libraries borrow from us.

“Library staff are often invited to teach in courses, like Writing 101, or teach a workshop about plagiarism, or how to cite web sources. We have a liaison program with different librarians helping in particular academic fields, like management or accounting. They keep in touch with those professors and students, helping them with research in their own subject areas. That kind of support service is part of the Bryant experience. So, if you’re in the Honors program and doing a project, you get assigned a personal librarian. That’s your go-to person.

“While the library is considered this physical facility, in a sense we’re now all over the campus. Off campus, people can access all kinds of electronic information. That includes students at our Zhuhai campus in China. Once in a while a librarian working at midnight will get an instant message chat session with someone from Zhuhai. If students study abroad, they’ll still connect with us and say, ‘oh, thank you so much; I’m in Australia and need help; I don’t know their library at all.’ They know they can connect with us.

“In 2006, we started digitizing everything about Bryant’s past. For example, we scanned *The Archway* newspaper from 1946 to the present and put that online. We scanned all the yearbooks and put those up there so the whole world can see. We scanned some Bryant newsletters, anything that was serial in nature. And other little things, like the original school charter, so people can see that and celebrate Bryant’s rich past, from 1863 on.

“In 2007, we became one of the first libraries in New England to offer ‘text a librarian’ service.

“In the Bello Center we also have the Walter and Heidi Stepan Grand Hall. Bryant never had a large space to host lectures, speakers, or dinners. The Grand Hall has enabled Bryant to host regional library conferences

and other academic conferences, like for Accounting or World Trade days. And nationally-known speakers address large audiences in there.

So, all of that makes the library feel vibrant — connected with ongoing education and the whole world.”

2002 BRYANT CREATED A SIMULATED TRADING FLOOR

A state-of-the-art simulated trading room, the C.V. Starr Financial Markets Center (FMC), was set up in the new George E. Bello Center for Information Technology. With real-time financial data, the FMC gave students hands-on experience with investing, so they could see theory put into practice, and experience firsthand the speed and complexity of actual financial markets. Advanced finance students have had the opportunity to manage real portfolios. Modeled after the Fidelity Space in Boston, the FMC showcased state-of-the-art equipment and technology. What became unique about this space was that it became a major teaching resource center, not just a visual showcase. Faculty, led by the then chair David Louton, discovered ways to use this technology space for teaching classes. It was new in higher education as a concept.

“The Financial Markets Center takes students out of textbook thinking,” explained finance professor Asli Ascioğlu. “The students enjoy the courses so much, I don’t think they notice how well they’re learning.”

2002 BRYANT WAS RECLASSIFIED FROM A BUSINESS-ONLY CATEGORY TO A MASTER’S INSTITUTION BY THE CARNEGIE CLASSIFICATION OF INSTITUTIONS OF HIGHER EDUCATION

In the early years of the new century, Bryant was ranked among the Top 20 in its small category of business specialty schools. Bryant continued to rise in national rankings throughout this 30-year period. By 2018, *College Factual/USA Today* ranked Bryant #3 in Marketing, International Business, and Accounting. In its ranking of “Return on Investment/Value” they gave Bryant an A+ for “Immediate Post-Graduation earnings” and A+ for “Mid-Career, Post-Graduation Earnings.” *Forbes* magazine put Bryant on its list of “300 Schools Worth the Investment” and *MONEY* 2016 featured Bryant in “50 Schools that Add the Most Value.” With the increased master’s degree programs, Bryant was successfully reclassified by the Carnegie Classification System in its Master’s University category. Today it is ranked in the Master’s University Northeast, which has more than 200 listed schools in this category.

2004 BRYANT CREATED A COLLEGE OF ARTS AND SCIENCES

“Enrollment had regained slightly, but if you looked at the demographics you saw that Bryant College couldn’t go on only focused on business,” said David Lux. “Bryant College needed to diversify from strictly business as the economic cycles were devastating for enrollments.” It was obvious we had to diversify the curriculum, and that meant creating new programs. And the most obvious one was a College of Arts and Sciences — a focused liberal arts college. I became Dean of the new College and continued dealing with all the functions of the Dean of Undergraduate Studies for a few years.

A woman in a red blazer is pointing at a computer monitor displaying financial data. A younger woman is looking at the screen. A man is visible in the background. The monitor shows a table of financial data with columns for Source, Category, Instrument, Ctry, and Vol. The word "PAIR" is visible on the screen. The background has a sign that says "TERMINALS".

"It was clear that successful leaders in business needed a background grounded in arts and sciences courses and that careers from the arts and sciences program would need a grounding in business."

"President Machtley and the senior administration had brought in an enrollment management consulting group in the late 1990s, and they said that in order to establish new programs and revivify the college, we needed to focus on one or two programs. And the ones selected were communication, psychology and computer science. I agreed with new programs but believed we needed to have a market basket when trying to bring in new students — you had to offer them viable choices. I wanted to look for places and areas where we could have a fit with the business school programs and turn it into a matrix. I worked to get new programs put in place that would show synergies across areas; for example, health care communication or health care psychology.

"The actuarial mathematics program was then a business program, and in 2005-2006, as we were coming up to AACSB reaccreditation, the College of Business wanted to move the actuarial program. It had about 30 students, and it was struggling mightily. They weren't sure, using the AACSB faculty's sufficiency standards, that they could get the faculty certified. And I said we'd take actuarial science students in the College of Arts and Sciences. We took them and within a couple of years, it was one of the biggest programs in the college, with 180 students. It remains a strong and very competitive program, one of the best in the country.



“I pushed the College of Arts and Sciences toward being more science related — highlighting things like health care in sociology, psychology, and communication — to have those things available as pieces that would attract students. My philosophy was that you needed a program that interacts and causes things to happen.

“Every major in the College of Arts and Sciences, other than the very first couple, was built on the back of a minor. We built on the enrollment that was already there. The day we opened the major, the enrollment was already there. When the College of Arts and Sciences first opened, there were three or four majors. Today there are 14.”

John Dietrich, Professor of Political Science and Chair of the department, helped with strategic planning for the College of Arts and Sciences. He notes that transitioning to the new college went smoothly, partly because the pieces were already in place. “We actually had most of the courses and faculty, stemming from the decision in the early 1990s that all students should have a minor. So, it was a win-win.

“I think mathematically and, to some degree intellectually, Bryant remains business-first. When we were creating Arts and Sciences, we were conscious that alumni thought of Bryant a certain way. One of our goals was to show that one doesn’t have to push the other out. We could gain the practical benefit of some of our fastest-growing majors being on the arts and sciences side. We would not be hitting admission targets now if we didn’t have the Arts and Sciences side.”

It was clear that successful leaders in business needed a background grounded in Arts and Sciences courses and that careers from the Arts and Sciences program would need a grounding in business. So from the very start, the plan was to have all business students receive a minor in Arts and Sciences and for all Arts and Sciences students to have a minor in business. While this took longer to coordinate, it has today given Bryant a unique niche in higher education.

Wendy Samter, Ph.D., succeeded Lux as Dean of the College of Arts and Sciences in 2015. She joined Bryant’s Department of Communication in 2003 as an Associate Professor and went on to become Professor and Chair (2005–2013), Director of Graduate Studies (2011–2014), and Associate Dean (2014). She was instrumental in developing Bryant’s nationally recognized undergraduate communication program and establishing a graduate degree in communication.

Samter said Bryant leaders recognized that “it’s not as sustainable just to be known as a business school. In today’s world, it’s a different job market. Graduates are not going to have just one or two jobs; they’re going to have many jobs. And what they can take from the liberal arts is all of the experience that enables them to adapt and be flexible. Many of the skills that employers are seeking are from the liberal arts side. So that’s one of the reasons Bryant leaders recognized that the business-only model wasn’t as sustainable for what the future was going to be.”

She acknowledged that there are natural tensions between the two colleges, but “I think it’s better than it’s ever been since I’ve been here. And the Dean of the College of Business has campaigned on the need for students to be interdisciplinarily trained, so that’s helped. Setting the tone at that high level is very important. We also have a provost who’s a lawyer, Glenn Sulmasy, who greatly appreciates and promotes the arts and sciences, and that helps in the colleges working together.

“It’s been a culture shift, and it takes a long time to change a culture. But we are increasingly interdisciplinary now, and as we bring on more majors that require interdisciplinary connections, more and more faculty are working together. They work together in thinking about courses, in developing them, teaching them, and assessing them. You see how powerful interdisciplinary education can be. One of the unique aspects of Bryant are the interdisciplinary office arrangements that have faculty in both the College of Business and the College of Arts and Sciences interspersed and not in the traditional format of schools and departmental office buildings separately housed — sometimes in different buildings.

“Graduates have the same employment rate on the arts and sciences side as business, about 99 percent. Our average salary post-graduation is actually a little higher. And in the last class, 18 percent went on to graduate school. In terms of the number of faculty, we’re a little bigger today, but that’s mostly because of the general education requirements, that all students are required to take as part of their core curriculum, and there are more sections of arts and sciences. But in terms of student majors, business is approximately 78 percent of majors, while we’re about 22 percent of majors. We’re coming up, but not as fast as we originally intended. We have around 800 students now with arts and science majors at Bryant. We think we’ll reach critical mass when we have about 1,000.”

2004 BRYANT COLLEGE BECAME BRYANT UNIVERSITY

In August 2004, Bryant College became Bryant University, composed of two colleges: the College of Business and the new College of Arts and Sciences.

The change in identity was part of Bryant’s strategic plan, Vision 2010. It was intended to advance Bryant as an institution providing students with the best integration of a business and a liberal arts education and to make it a more internationally attractive school. All students with a business major are required to complete a liberal arts minor, and all students majoring in liberal arts are required to complete a business minor.





“Changing the name from College to University was a way to let everyone know that Bryant has grown and evolved in significant areas,” said John “Jack” Callahan ’56, ’05H, Chairman Emeritus, Board of Trustees. “Bryant needed a name that reflected its brand.”

Bryant’s increasingly diverse curriculum, its expanding graduate programs and its academic rise in the national rankings, had all spurred Bryant’s leaders to consider the shift to university status.

“Changing our name from College to University will help Bryant reach international students, to whom the word ‘college’ often means ‘boarding school’ or ‘high school,’” said Carly Muise ’05. “But whether it’s College or University, Bryant will always be Bryant. That means a phenomenal education, top athletics, and absolutely some of the best facilities in the region.

“I fell in love with Bryant before it was a university,” said Muise. “To see all these developments come – the Bello Center, the Athletic Center, the beautiful Krupp Library, all the new programs – it means the world to all of us who consider ourselves part of the Bryant family.”

2005 THE COMMUNICATIONS CENTER AND THE KOFFLER COMPLEX OPENED

With the establishment of the Communication Center and Koffler Complex, communication students were thrilled to have a state-of-the-art digital multimedia studio. The center is home to the University’s TV and radio stations. WJMF takes up most of the main floor, sharing space with the TV/Editing studio.

The new television studio was part of a \$5 million renovation of the Koffler Center. The studio brought about new courses, such as a class in television production wherein students produced a weekly program that was cablecast to every system in Rhode Island. The former chair of Bryant’s communication department, Stanley Baran, explained that, thanks to the success of the recent capital campaign, “we don’t have to patch things together. While other schools are grappling with reduced resources, Bryant can provide an education that’s absolutely first class.”

Prior to 2005, the Koffler Technology Center was Bryant’s computer center. More than 200 terminals, microcomputers, and workstations were located there. But when every student was given a laptop in 2002, the traditional computer workstations became obsolete at Bryant. The facilities now provide some individual workstations for hands-on learning and shared workstations for group projects.

2005-2018 BRYANT PROMOTED “FOCUS INITIATIVES” TO FOSTER ENTREPRENEURSHIP, CHARACTER, LEADERSHIP AND INNOVATION

From his first year as president in 1996, Machtley advocated programs to fulfill the mission he expressed with conviction — to make Bryant “a student-centered college, focused on excellence, to ensure that every student would achieve his or her personal best in life and in business.”

University leaders shared his realization that preparing students for success in “the real world” required more than imparting subject knowledge and providing connections for post-graduation employment. They recognized that Bryant’s curriculum and culture should also inculcate values, skills, and perspectives that shape “the character of success,” Bryant’s tagline throughout this period.

To that end, Bryant conceived and implemented strategic programs, which in the next section of this chapter are called “Focus Initiatives.” They focus on character and success in five areas: Entrepreneurship, Ethics, Leadership, Innovation, and Global. The latter focus, going global, has its own chapter, International. The other four will be explained in the next section of this chapter — Entrepreneurship, Character, Leadership, and Innovation.

Roger Anderson, Executive Assistant to the President and Bryant’s first Fulbright Scholar, described a Bryant education as providing advantages for achieving success: “At Bryant you get this additional set of skills and abilities. You learn to be an innovative problem-solver. You develop an international perspective. You develop the qualities of character necessary to be successful. You develop leadership skills and the ability to work effectively in a team. You get disciplinary experience through an internship. If you’re interested in social

services, you go out in the real world and find out exactly what it’s like to work in that sector. You learn critical thinking and how to communicate effectively.

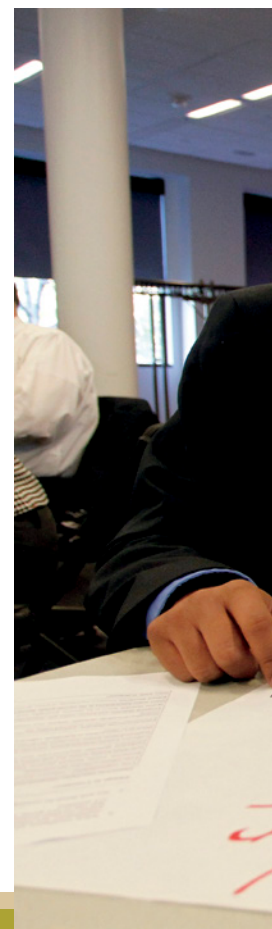
“You can earn multiple credentials at Bryant. You earn a major and minor. If you wish, you can have two minors. When you leave Bryant, you’re ready to go out and be successful as a professional.

“And it’s all within the context of a high-touch, living and learning community. I read in the *Princeton Review* that one of the things that differentiated Bryant was that it was a very supportive community. It’s also very competitive here, but we are teaching you to be competitive in the world, not against each other on campus.”

2009 BRYANT LAUNCHED A NEW STRATEGIC PLAN, VISION 2020

Although this plan was comprehensive in scope, its key thrusts included an increased emphasis on internationalization, program innovation, and philanthropic development. The focus on internationalization produced numerous initiatives, the most consequential of which was the development of a joint program in Zhuhai, China. Bryant’s signature Innovation and Design Experience for all (IDEA) program and a new, awarding-winning core curriculum were among the accomplishments of this plan, as was the launch of a historic \$75 million capital campaign.

Phase II of Vision 2020 was approved by the Board of Trustees in 2015. As before, the planning process continued to be organized around the five strategic pillars to ensure that all facets of the University’s operations were covered. The major areas of emphasis in this plan included an in-depth focus on the implications of the digital age and 4th industrial revolution for Bryant, and the introduction of a Physician Assistant program.



2010 THE HASSENFELD INSTITUTE
FOR PUBLIC LEADERSHIP WAS ESTABLISHED
AT BRYANT

The Institute was created to provide public officials and community leaders with the tools and skills needed to make informed decisions and more effectively manage responsive organizations.

The Institute's programs match Bryant faculty experts in leadership, management, strategic thinking, team building, and politics and law with public officials from Rhode Island, Connecticut, and Massachusetts. The institute has produced a variety of conferences, workshops, and specialized programs in the areas of: leadership; negotiation, conflict resolution and compromise; transitioning from campaigning to governing; ethics and accountability; fiscal policies; crisis management and decision-making; and public engagement.

Launched in 2010 with support from Alan G. Hassenfeld '85, the Institute was named after him in 2012. A former Bryant Trustee and chairman of the Executive Committee of Hasbro, Inc., Hassenfeld has had a long-standing interest in helping state and local officials prepare for the challenges of public policy governance. Impressed by the mission of Bryant's program, he provided generous ongoing support to the Institute from Hassenfeld Family Initiatives LLC.

Gary Sasse was Founding Director of the Institute. In the years since its inception, nearly 2,000 area leaders have participated in its programs.



“a celebration of the diversity of scholarship. We are a learning environment that focuses on applied scholarship, that values creativity in all of its forms, and that encourages collaboration between faculty, staff and students.”



2011 BRYANT HELD ITS FIRST REDay (RESEARCH AND ENGAGEMENT DAY)

Then-Vice President for Academic Affairs Dr. José-Marie Griffiths, established the first REDay in 2011. REDay showcases research collaboration, creativity, and innovative academic accomplishments of students, faculty, and industry and community partners. Day classes are canceled so all of the Bryant community can participate.

REDay is an annual event, and it's become a new Bryant tradition. Students, faculty and staff enjoy the research presentations, roundtable discussions, and artistic expression.

Provost Glenn Sulmasy, who became the university's first provost after Dr. Griffiths left Bryant, called REDay “a celebration of the diversity of scholarship. We are a learning environment that focuses on applied scholarship, that values creativity in all of its forms, and that encourages collaboration between faculty, staff and students.”

Kathryn D. Sullivan, PhD., was one of the first six women selected to join the NASA astronaut corps in 1978. She was the keynote speaker at Bryant's second annual REDay. Addressing a packed crowd of more than 400 students, faculty, staff, and guests in Janikies Theatre, she said: “Push yourselves outside your comfort zone. Make the effort. Have the courage to explore, to discover, to take in the novel, the unexpected, the uncomfortable.”



“Contrary to what some might believe,” said Sullivan, “the purpose of education is not to meet people who will be useful to you later in business. Education is about discovering the deepest, most intrinsic fibers of your being.” Intellectual exploration and discovery is a consistent theme at REDay, which highlights the university’s commitment to excellence in teaching and learning.

Of the more than 100 presentations — ranging from roundtable and best practices sessions to literary readings — many offer a global perspective. For example, at the 2012 REDay, Professors Richard Glass, Suhong Li, and Rong Pan discussed data they collected about the Chinese social networking site renren.com, and the correlation between spending inordinate amounts of time on social networks and low academic performance. A surprising finding, noted Glass, was that U.S. students don’t see the correlation in themselves, while Chinese students were well aware of it.

2012 BRYANT LAUNCHED THE FIRST-YEAR GATEWAY EXPERIENCE

Dr. Griffiths led a curriculum review and reorganization in 2012. Each incoming class now goes through the First-Year Gateway Experience. Its 13-credit core curriculum takes students on a journey of discovery as they explore principles of character and leadership, and of organizations and business. They learn that in today’s interconnected and diverse world, social, cultural, and ethical understanding are vital for success.

A unique component of the First-Year Gateway Experience is the integration of student life experiences with academics. The goal is to help students connect their classroom learning with what they do and think as a member of the Bryant community.

Bryant’s Gateway Experience became a nationally recognized program for education innovation.

2013 BRYANT CREATED A NEW COMPONENT OF GATEWAY: THE I.D.E.A. PROGRAM

IDEA (Innovation and Design Experience for All) immerses students in design thinking. IDEA takes place in January of the freshman year as the culmination of the First-Year Gateway. It began as a requirement for all freshmen to graduate and is a one credit course in January when only the freshmen return early for three days of intense work.

“We start with a bunch of projects,” explains Mike Roberto, management professor, author, and the pioneer who conceived the idea of IDEA. “In the spirit of design thinking, you frame a question as ‘how might we open up possibilities?’ How might we reinvent libraries for the 21st century? How might we help shopping malls compete with Amazon? How might we redesign hotel lobbies to enhance guest satisfaction? How might we help after-school programs better cater to poor families and children? And then we go out and find locations that have to do with that prompt. And every project we put 25 students on, we call that a cohort. To that cohort, we assign mentors: one faculty member, a staff member, and an upperclassman. We also recruit alumni to be mentors.

“We start with a series of hands-on activities, like games. And we teach students how to go out and observe people in their natural environment because that’s what design thinkers do. They see what people do in their lives, in their homes, in spaces. So we teach them: What should you be looking for? What are some of the traps you might fall into? What are the blinders you might have when you observe?

“Then we send them out into the field to do their own original research, observation and interviewing. They come back; they digest that. We teach them how to develop insights and conclusions based on what they did. Then they brainstorm. We teach them how to do real, effective brainstorming. Then they do what’s called storyboarding: picking some of their ideas and sketch-



ing them out. Then alumni come in, and the students have to pitch their storyboard. And alumni tear it apart. Of course they do; they are real-world people. The students are hearing from experts.

“After students get that feedback, they begin to prototype. We buy boatloads of material. We unleash them. They’re working late into the night – like they do in Silicon Valley – building models of what they have conceived as an innovation.

“On the third day, there’s a trade show. Students have to show their ideas creatively, and they’re not allowed to use PowerPoint. This year we had 163 judges; about 100 were alumni. There were other members of the community, members of the Bryant administration, and faculty, all wandering around for two hours. And the students had to pitch their idea and explain their process. At the end, judges judge. Winning teams earn a prize, but everyone feels good and celebrates. It’s an intense, exhausting, fun three days.”

In the last two years of this period, Dr. Allison Butler, became the director of the IDEA program, providing new leadership, ideas, and dimensions to the exceptional program.

2013 BRYANT'S COLLEGE OF BUSINESS WAS REACCREDITED BY AACSB INTERNATIONAL

The College of Business at Bryant University maintained its prestigious accreditation by the Association to Advance Collegiate Schools of Business. AACSB International is the longest-serving global accrediting body for business schools that offer undergraduate, master's, and doctoral degrees in business and accounting. AACSB accreditation is recognized as the hallmark of excellence in business education, earned by less than five percent of the world's business programs. Dr. V.K. Unni, who previously served for 13 years as Vice President for Academic Affairs, also led Bryant through laudatory AACSB reaccreditation efforts in 1998, 2008, and 2013.

President Machtley said the reaccreditation helped validate the University's strategic vision: "Bryant has been bold in imagining the future, and our innovative programs prepare graduates to meet challenges head-on. We have recently undertaken several key initiatives that have reinforced our foundation for a Bryant of even greater enduring strength in the future – a Bryant University that contributes significantly to the larger world through the leaders we produce."

Bryant's maintenance of the accreditation effort was led by V.K. Unni, D.B.A., who has been at Bryant since 1997 and then agreed to serve as Dean of the College of Business and Distinguished Professor of Business.

"This successful effort is a testament to our dedicated faculty in both the undergraduate and graduate programs," said Unni. "I am highly pleased to have earned this continued distinguished recognition for Bryant, which is a reflection of the University's exceptional business programs, faculty, and students. The reaccreditation encourages us to continually improve the fine quality learning environment we deliver at Bryant University, and required the effective collaboration of faculty and administrative staff."

Dr. Griffiths said, "Bryant's innovative, globally-focused education provides the perspective and insight our students seek in order to be successful and active citizens of the world. Designations, including our 20 years of AACSB accreditation and national rankings, point to Bryant's academic excellence and affirm the quality of the Bryant experience."

In that same year, Bryant celebrated its 150th anniversary. There was much to celebrate including approximately 3,500 graduate and undergraduate students from 35 states and 85 countries. And Bryant was increasingly recognized as a leader in international education and continued to receive top rankings from *U.S. News and World Report*, *Bloomberg Businessweek*, *Forbes*, and *Barron's*.



2014 BRYANT LAUNCHED AN AMBITIOUS \$75 MILLION CAPITAL CAMPAIGN

In the winter of 2014, President Machtley wrote in *Bryant* magazine: “The value of a Bryant degree was increasing at a pace that only continues to accelerate, and, by 2020, we will have successfully achieved the ambitious goals of our Vision 20/20 strategic plan – positioning the university among the most prestigious schools in the country. In September, our Board of Trustees approved the launch of our historic \$75 million capital campaign, ‘Expanding the World of Opportunity: The Campaign for Bryant’s Bold Future’ ... This landmark campaign will make a profound difference in the academic standing of Bryant and its future students.”

The capital campaign had four goals: “1. Increasing access to a Bryant education – scholarships to compete for the best students; 2. Building on teaching excellence – people and programs to enrich learning; 3. Opening the door to a world of opportunity – resources to cultivate a global perspective; and 4. Creating a campus for success – facilities to inspire excellence.”

By the following year “Bryant Builds,” the facilities component of the campaign, was well under way. The exciting Academic Innovation Center (AIC) was under construction. Its expected impact was expressed in a phrase: game changer. In 2016, President Machtley said the AIC put Bryant “on a trajectory for greatness. This is the point in time in which we will look back on our history and say, ‘we made the transition from who we were to who we became.’ This was only possible through the generosity of many of our alumni, foundations, and friends of the University.”

The capital campaign was equally ambitious in its commitment to keep faculty and programs at the forefront of innovative teaching through the hiring of

additional world-class faculty, funding for endowed academic chairs, and initiatives in programs including the First-Year Gateway. Dr. Edward Kairiss was hired from his previous position at Yale to help Bryant’s faculty prepare to teach in innovative new ways.

By 2017, the campaign exceeded its goal of \$75 million. In 2018, the Board of Trustees announced that President Machtley would lead the effort to push the campaign over \$100 million.



2014 BRYANT CREATED A PHYSICIAN ASSISTANT PROGRAM

President Machtley and other university leaders envisioned a School of Health Sciences, with a Physician Assistant program as its first clinical program. This was first raised with the Board of Trustees at the board retreat in January 2012. President Machtley and Dr. José-Marie Griffiths knew that for Bryant to be involved in the business side of healthcare, we also needed to be immersed in the day-to-day clinical side of healthcare delivery. After a review of all clinical programs including nursing, Bryant began with the

Physician Assistant (PA) program chosen as the first healthcare delivery program. Because of its popularity, there was a three-year wait until a university could get the approval to begin a program. Fortunately for Bryant, one of the schools in the queue withdrew, and Bryant moved up to a one-year review. The Board decided that the Bryant School of Health Sciences would have these components: First, a sector of the Business of Healthcare; second, a sector of Healthcare Delivery; and third, a sector of Healthcare Policy.

President Machtley negotiated an agreement with The Warren Alpert Medical School at Brown University so that Bryant's Physician Assistant students could use their gross anatomy laboratory and faculty would have joint positions. The location of the PA school actually took six months of study. Should it be located in Providence close to Brown Medical School and the hospitals or on the Smithfield Campus? Ultimately, the decision was to build a facility on the campus, and this decision turned out to be very advantageous.

Jay Amrien and Boyd Peterson King joined Bryant to establish the program, seek accreditation, develop a long-term plan, recruit the inaugural class, design the curriculum, and help design a building. Although Jay Amrien was hired as a consultant to assist Bryant in the development of the program, he was so knowledgeable that Dr. Griffiths offered him the job as the first director.

"The University clearly wanted to get into the health care arena," explained Amrien, now the PA program director. "They were looking to expand into health care marketing, health care analytics, and health care policy. A PA program would be a first step into the health care market.

"We have looked into athletic training, occupational therapy, physical therapy, physical therapy assistant ... and there's market analysis going on in those realms. Bryant is already expanding into health care leadership. Innovative health leadership is their new certificate program, and they're looking to expand that into a Health Care MBA track and then go into other realms on the business side of health care. So, the vision has continued to evolve."

By 2016, Bryant secured a \$2.5-million challenge grant from the Warren Alpert Foundation in support of its School of Health Sciences, to help develop innovative approaches in healthcare management.

"Our first Bryant PA class started in January of 2015 and they graduated in March of 2017," recalled Amrien. "It started as a class of 32 and graduated a class of 30. Fifteen stayed in Rhode Island and about 40 percent of them went into primary care specialties. It's very interesting when you're recruiting a class for a new program. It's a challenge to pick a first class. We got about 400 applications. And we were concerned — how's this all going to work out? But it was a tremendously successful class. They worked well together. And 100 percent of them had great jobs within three months of graduation, with an average salary over \$100,000.

"They were diverse in every way — gender, race, career, thought, age. The average age was around 27. They ranged in health experience from about 2,200 hours, up to about 40,000 hours. Some had been EMTs, medical technicians, nurses, respiratory therapists, athletic trainers, physical therapy assistants, physical therapist. Bryant uniquely requires students to have at least 2,000 hours of health care experience, but our average is closer to 6,000 hours. We prize experience; that's why our students tend to be a little older. Students have usually demonstrated volunteerism, leadership in underserved communities, and are often multi-lingual.

"Bryant's 27-month PA program is very rigorous. The first year, we have 48 weeks of didactic education. Then they go straight into 15 months of clinical rotations. They can be working up to 80 or 90 hours a week in some of those. Just like medical school has clerkships, we have clinical experiences in multiple specialties. For five weeks they might be inpatient in the hospital, five weeks they might be in a pediatrician's office, then they'll be five weeks in surgery, five weeks in the emergency room, five weeks in mental health, five weeks in orthopedics. Twenty-four of our students also do clinical rotations in American Samoa, and they serve the community while they're there.

“Interestingly, when we were first drawing up plans for a PA facility, we originally intended to build the program in Providence. But we realized that having our students on the Smithfield campus was a much better alternative. The facilities here are amazing, the campus is amazing, the support structures are amazing. We had health services, psychiatric support, dining facilities ...everything was here. So we built this great PA facility as a wing off the Unistructure.”

By July 2018, the PA program was fully accredited by ARC/PA after a rigorous review, a great capstone for a team effort.

2015 BRYANT ANNOUNCED ITS FIRST PROVOST AS CHIEF ACADEMIC OFFICER

President Machtley named Glenn M. Sulmasy, J.D., L.L.M. as Bryant’s first university provost and chief academic officer, responsible for allocating resources within Academic Affairs and overseeing academic policies and activities University-wide.

Prior to joining Bryant, Sulmasy was chair and designated dean of the Department of Humanities and Professor of Law at the U.S. Coast Guard Academy in New London, Connecticut. An acclaimed international law and national security expert, he had over 25 years of experience in academic, law, and government service settings.

In announcing the appointment, Machtley said, “Glenn Sulmasy’s exceptional background, distinguished reputation, demonstrated leadership abilities, and international perspective will accelerate Bryant’s trajectory of excellence.”



2016 THE QUINLAN/BROWN ACADEMIC INNOVATION CENTER OPENED

The Quinlan/Brown Academic Innovation Center (AIC) was a key component of the plan to expand facilities on campus as part of the Capital Campaign.

Prior to beginning the design process for the AIC, Bryant had spent six years assessing the functionality of two prototype classrooms. The prototypes allowed faculty to experiment with new, innovative pedagogies, different classroom layouts and furniture arrangements, and IT configurations. The first prototype, the Ideation Lab, was pretty basic with moveable tables and chairs and an array of white boards and brainstorming spaces; the second prototype built on these innovations and added a major suite of technology. The important contribution of both of these prototypes is that many faculty had an opportunity to experiment with various teaching innovations and, when the new classrooms were designed for the AIC, the designs were informed and championed by the faculty. In fact, Bryant had done exactly what our freshmen students are taught to do in their 3-day design thinking IDEA course.

When the time came to design the entire building, Brian Britton, the Associate Vice President for Campus Management, assembled various firms with experience designing in classroom buildings. Kip Ellis, of the EYP Architecture & Engineering firm in Boston, was selected for the project. It was a great choice. Ellis began working with Brian Britton, President Machtley, and a committee of faculty to create a first-of-its-kind interdisciplinary classroom building. The president and others on the team went to Stanford, Harvard, MIT, and other universities to hear about the best thinking on classrooms for the next century. In the end, the building was designed to house 10 state-of-the-art classrooms and breakout session rooms. In addition, three other components of the building made it unique. First, there is a suite for faculty to share rather than individual faculty offices; second, there is complete transparency in most classrooms; and third,



the building houses more than 100 small tables and movable white boards to permit classes to break out of the classroom for a different learning experience.

In the AIC, leadership skills are developed through practical team experiential learning, design thinking through real-world simulations, rapid prototyping, social entrepreneurship and service learning projects, flipped class delivery, and more.

As a newly arrived provost, Glenn Sulmasy viewed the Academic Innovation Center as “a catalyst for transformational education, preparing students for success whether they seek to make their mark in the corporate world, in law, or in the arts and sciences.”



2018 BOARD OF TRUSTEES ANNOUNCED NEW INITIATIVES

In a letter announcing the news that President Ron Machtley's employment would be extended through June, 2022, board chair William Conaty '67 said: "The continuity of Ron's extraordinary leadership will position us for continued success as Bryant embarks on a series of bold, new strategic initiatives ...

Ever-greater academic excellence

Educating the whole person for success in a technology-driven workplace

Inspiring the collective spirit and commitment of our students, faculty, staff, alumni, and friends

Building a diverse and inclusive community of U.S. and international students

"Among the specific initiatives will be:

- Enhancing academic excellence and elevating Bryant's profile with academic opinion leaders and key constituents.
- Building-out the School of Health Sciences with both certificate and management-oriented graduate programs.
- Integrating into the curriculum the study and application of data science, analytics, and other technology-related subjects to meet the demands of the future workplace.
- Expanding Bryant's reach beyond China to other countries and cultures, especially in Latin and South American countries.
- Enhancing our safe and beautiful residential campus. Bryant plans to invest more than \$30 million in the next three years to modernize residential housing and campus dining.

“INSPIRED TO EXCEL”

2018 BRYANT OFFERED MORE THAN 100 COURSES OF STUDY, WITH MANY NEW MULTIDISCIPLINARY OPTIONS

A new Bryant tagline, Inspired to Excel, reflected the ambition and success of an integrated curriculum nationally recognized for innovation.

One hundred percent of Bryant students graduate with either a major in business and a complementary minor in the liberal arts, or a major in the arts and sciences with a minor in business. And an impressive 44 percent of students complete double, triple, or even quadruple concentrations.

Coursework is integrated within a dynamic 24/7 interdisciplinary learning environment that provides abundant opportunities to build leadership skills and credentials. And Bryant’s faculty engage students with hands-on learning through practicum experiences, social entrepreneurship, consulting opportunities, competitions, and business simulations.

Bryant’s blending of business and the arts and sciences in a real-world context was praised by Jeffrey Sachs, Ph.D., internationally renowned economist and director of the Earth Institute, Columbia University: “Bryant University’s idea is truly path-breaking, and just what society needs. The Bryant experience is perfect for preparing leaders who can fulfill the highest purposes of education.”

In 2018, the last year of this 30-year period, Bryant offered the following majors and minors:

COLLEGE OF BUSINESS

Accounting
Data Science
Entrepreneurship
Finance
Financial Services
Global Supply Chain Management
Human Resource Management
Information Systems
International Business
Leadership and Innovation
Marketing
Team and Project Management

COLLEGE OF ARTS AND SCIENCES

Actuarial Mathematics
Biology
Chinese
Communication
Economics
Environmental Science
Global Studies
History
Literary and Cultural Studies
Mathematics and Statistics
Politics and Law
Psychology
Sociology
Spanish

FOCUS INITIATIVES

ENTREPRENEURSHIP | CHARACTER | LEADERSHIP | INNOVATION

Bryant leaders wanted to instill values, teach skills and encourage perspectives that helped students succeed not only in “the real world” of competition but also in their personal lives. To accomplish this, they realized that just adding a new course or two would not be sufficient and that new dimensions had to be added to what was being taught, learned, and promoted.

The first new “focus initiative” came early in this 30-year era: instilling a truly global outlook. This was, and continues to be, an ever-growing imperative at Bryant. It’s reflected in almost every course, every activity on campus, and every career plan for the future. That’s why there’s an entire chapter on Bryant’s progress in going international.

Four other focus initiatives also deserve attention: **Entrepreneurship, Character, Leadership, and Innovation**. Each of these areas has long histories, yet all of them emerged in recent decades as highly relevant and worthy of renewed attention.

Here is an overview of how Bryant conceived and carried out these Initiatives:





ENTREPRENEURSHIP

Many colleges offer courses in entrepreneurship, but Bryant has brought entrepreneurship to life in almost every conceivable way – academically, experientially, and by example.

“Successful entrepreneurship takes a special combination of nature and nurture,” wrote President Machtley in 2009. “A solid grounding in business practices and a higher-than-usual ability to manage risk helps entrepreneurs persist through long days, uneven balance sheets, and a tenuous sense of security. All for the payoff of saying: ‘I built this. I made this. I made a difference.’”

“In recent years, the entrepreneurship model has evolved from one in which the founder builds a business and passes it on to the next generation, to a model that focuses on building an enterprise, selling it, then moving on to the next challenge. The former tends to reward sustainable growth, while the latter focuses instead on first-to-market strategies and the need to succeed – or fail – fast. But both demand vision, commitment, energy, and a willingness to endure extremes of uncertainty. At Bryant, we foster these talents in future entrepreneurs. Through coursework, co-curricular activities, and engagement with the business community, students learn to assess market needs, develop business plans, and convince investors that a proposed business is viable. As a result, the campus exudes an entrepreneurial spirit. Businesses are launched from the residence halls. New and varied student organizations are created each semester. And student-run events and activities fill Bryant’s nights and weekends.”

“...instilling a truly global outlook. This was, and continues to be, an ever-growing imperative at Bryant. It’s reflected in almost every course, every activity on campus, and every career plan for the future.”

Ever since Bryant was founded, many great entrepreneurs have come from its ranks. In fields from aerospace to fashion, from the Internet to private equity, alumni have started companies that advance to the forefront of their fields.

There are many highlights in Bryant's development of its entrepreneurial programs.

In 1992, Professor Jack Keigwin, an Ernst and Young Entrepreneur of the Year, began teaching Leadership and Entrepreneurship, inspiring students with stories from the field. Also in the 1990s, BRYCOL, a student-run multi-business venture, helped hundreds of Bryant students acquire real entrepreneurship expertise.

In 1996, the Center for International Business at Bryant (previously the R.I. Export Assistance Center) and the R.I. Small Business Development Corporation (housed at Bryant from 1983–2005) engaged students in internships and provided a resource for research. The Center provided comprehensive trade services for area businesses to expand into international markets. In 2016, the Center received a President's "E" Star Award for Export Service at a ceremony in Washington, D.C., the highest recognition a U.S. entity can receive for making a contribution to the expansion of U.S. exports.

In 2001, Troy Byrd '00 joined Bryant as the head of the Global Entrepreneurship Program and launched Bryant's Elevator Pitch Competition. It has become one of the largest student competitions of its kind in the U.S., a trial-by-fire required of all. Student groups generate an idea for a business, then create a business and marketing plan, incorporating all aspects of enterprise development while learning the skill of teamwork. "Until someone tries to sell something, it is difficult to understand the complex, interrelated components of creating a business," explained Professor Jack Trifts in 2009, then dean of the College of Business.

In 2007, Bryant's Collegiate Entrepreneurship Organization (CEO), a popular cocurricular program, was named the best chapter in the country.

Bryant soon added an entrepreneurship minor, and years later made entrepreneurship a major degree program.

Executive In Residence in Bryant's management department, James Segovis, was one of the faculty members integral in curriculum development. "Bryant students really learn how to create and organize a venture, and it doesn't matter if it is a profit or nonprofit," he said in 2009. "Programs at other institutions might just be high-tech or medical-focused, but I see us in a much more hybrid model. We offer a critical skill set." In particular, Segovis felt that philanthropy changed people's view of business. He recognized the growing interest in nonprofit entrepreneurship and saw it as a paradigm shift for millennials. "For them it's not just about making the money, it's about giving back." Social entrepreneurship became an increasingly important part of Bryant's entrepreneurship focus.

Sociology Professor Sandra Enos was also a member of that working group and is a pioneer in social entrepreneurship. "In our classes, we help students learn how to be change makers," she explained. "Through in-class instruction and service learning experiences, they are introduced to innovative social entrepreneurship practices, here in the United States but also globally."

The collaboration of faculty from both the College of Arts and Sciences, like Enos, and the College of Business, like Segovis, was creative and unique in designing new ways to teach entrepreneurship, noted Dean Trifts.

"At other universities, the barriers between departments, and especially between colleges, are distinct. The entrepreneurship program doesn't fit into any department. It's a program with the support of all faculty – we don't see barriers here."

Mike Roberto, Trustee Professor of Management, observed: "A lot of entrepreneurship programs out there have either great academics who can lay out theory or seasoned entrepreneurs who can tell war stories. But the faculty teaching entrepreneurship at Bryant have this kind of hybrid background – it's hard to find people like this."

CHARACTER

President Ron Machtley explained this initiative in a 2008 message for *Bryant magazine*:

“At Bryant University, we provide students with the knowledge to develop critical thinking, a broad perspective, and problem-solving skills for success. But true achievement can’t be attained without strong personal values. ‘Character’ is as much a part of success as knowledge. Moreover, we believe it is the responsibility of the University to explore and integrate character issues throughout the student’s Bryant experience. It is not merely accumulated wealth or the corporate titles that one acquires; it is the life one leads that is the ultimate measure of success.

“Some might argue that character is more nature than nurture and is already fixed by the time students go to college. And while we know that character formation is already well advanced among those who join the Bryant community, we also know that — to quote author Michael LeBoeuf — ‘the things that get measured are the things that get done.’ So at Bryant, we’ve launched a Task Force on Character Development to encourage a conversation about what it means to be a ‘person of character.’ The task force assesses how, while providing a world-class academic experience, the University is creating opportunities for character development. As part of this initiative, a Bryant market research class surveyed understanding about character among our faculty, staff and students to provide a benchmark by which our progress can be measured.

“In addition, the Task Force has developed a simple acronym to capture what we mean by character. SIRR stands for Self-management, Integrity, Responsibility, and Respect for yourself and others — all of which are the hallmarks of a person of deeply embedded values. Through various campus-wide initiatives for first-year students, Bryant inculcates a belief in the importance of ‘doing what’s right’ as part of ‘doing well’ — and we’re heartened by the results.”



"In 2007, Bryant’s Collegiate Entrepreneurship Organization (CEO), a popular cocurricular program, was named the best chapter in the country."

Tom Eakin was then Vice President for Student Affairs, in charge of students' experiential learning. He observed, "It's easier to impart character at an institution like Bryant, where we come together for our mission. We want students to learn skills in the classroom, but we also want them to leave with a clear understanding of what character means, which they'll carry into their professional and personal lives."

Bryant's commitment to character predated the task force. In order to receive accreditation, business schools already address ethics, understood broadly as the philosophy of right conduct.

"But how do you bring ethics into the curriculum," asked David Lux, then Dean of the College of Arts and Sciences. "Is it like a punch card? 'Now I've taken my ethics class and can get on with what I really care about'? We didn't want to do it that way at Bryant."

Lux said Bryant administrators were well aware of the need for more ethics in the curriculum long before the Enron crisis and other scandals brought business ethics to public attention.

To address this area of concern, Bryant courses aimed to help students think about character. "Students are aware of the importance of character," said Marketing professor Carol DeMoranville, "but they don't have a specific way to make 'good character' decisions." She noted that marketing often came under fire for unethical practices, like false advertising. So, in her *Foundations of Marketing* class, she put such issues on the table so students could examine them and make conscious choices.

Sociology was another discipline where issues of character were discussed. "Character building wasn't my first aim," said Sociology professor Sandra Enos. "My first aim was to get them out there to fix the world!" She teaches Social Entrepreneurship and her students do volunteer work in community service. "If we want our students to have strong character, then the community is our teaching aid." Other professors come at character in indirect ways.



"Do you mean what you say? Do you live up to your promises? Do you tell the truth? Do you think of others before yourself? And do you have the capacity of self-command? Because if you're going to lead other people, you have to be able to lead yourself."

– Historian David McCullough

“Here at Bryant, to their everlasting credit, they’ve taught you that character matters as much as knowledge. No amount of fame or fortune is worth losing your very soul.”

– President George H.W. Bush, ’08H

“I’m not preachy and I don’t lecture them about right and wrong,” said management professor Michael Roberto. He makes the case that “businesses need to make room for divergent thinking and dissenting opinions. You need a culture where people can speak candidly and raise questions.” Roberto can draw a hard line, too: “I’m teaching openness and tolerance, but I’m also teaching accountability.” One example is that he doesn’t believe in bonus points. “You get the grade you earn. We give students projects where they have to make their own plans, figure things out, manage their own time. People learn from their mistakes. And that can build character.”

Renowned author and historian David McCullough was a featured speaker at Bryant. In research for his biographies on great American leaders, like presidents John Adams and Harry Truman, he learned a lot about character. He defined it this way: “It’s honesty, trustworthiness, loyalty, courage – not just physical courage but the courage of your convictions. Do you mean what you say? Do you live up to your promises? Do you tell the truth? Do you think of others before yourself? And do you have the capacity of self-command? Because if you’re going to lead other people, you have to be able to lead yourself.”

President George H.W. Bush spoke at Bryant’s 145th Commencement and told the assemblage: “Here at Bryant, to their everlasting credit, they’ve taught you that character matters as much as knowledge. No amount of fame or fortune is worth losing your very soul.”

The Bryant tagline, “The Character of Success,” is still on campus banners. And every hour the tagline is broadcast on WGBH radio throughout New England, as a result of an entrepreneurial agreement established under President Machtley wherein the University FM radio frequency was powered up by the FCC and carries classical music throughout Rhode Island and Connecticut.

LEADERSHIP

Leadership has long been a hallmark of Bryant, but in the early 2000s, leadership was more consciously defined, developed, and promoted by the faculty and administration.

President Machtley called leadership “that distinctive quality that drives excellence and propels teams to achieve more than they ever thought possible.” He said that “leadership requires vision, creativity, innovation, and dedication to the execution of a plan.”

Through innovative teaching and real-world, cocurricular programs, Bryant increasingly offered undergraduate and graduate students new opportunities to test and hone their leadership skills.

The faculty blended academic theory with real-world lessons to teach the competencies that characterize a great leader, including: setting a vision, being a good role model, learning to make bold choices, understanding the concerns of those you’re leading, being authentic and true to your reputation, and delegating some decision-making authority to others.

When leadership was combined with the other Focus Initiatives (Entrepreneurship, Character, Innovation, International) a new mission statement naturally emerged for Bryant: “Educate and inspire students to discover their passion and become innovative leaders with character around the world.”

Bryant students learn leadership skills early in their academic careers. The First-Year Gateway program is a nationally-recognized interdisciplinary curriculum, and it culminates in the IDEA (Innovation Design Experience for All) program. IDEA places students in small teams to solve real-world challenges faced by businesses or nonprofits. The students are assigned mentors — faculty, staff, alumni, and upperclassmen. Students present their solutions, which are evaluated by judges, including industry and civic leaders, faculty, staff, and alumni. It's an intense leadership experience for all students, including the student mentors who are trained to coach and advise.

Each freshman also takes a course on Global Leadership and, as is evident below, professors come at the subject of leadership from a variety of different angles.

Michael Bryant, Ph.D., J.D., helps students understand the ethical implications of leadership through lessons on the history of war crimes and international humanitarian law.

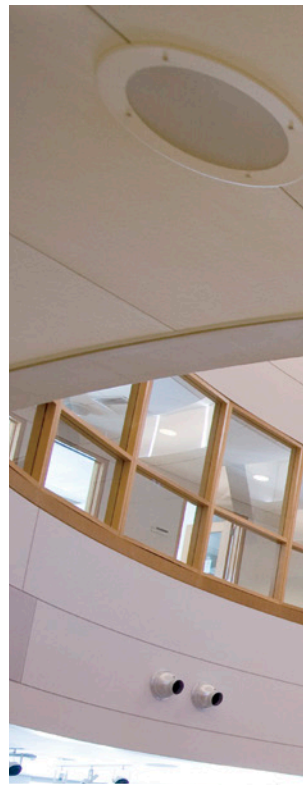
Lori Coakley, Ph.D., Associate Professor of Management, created *Women in Leadership*, a professional development course for women and men that focuses on communication and negotiation skills. She was also a pioneer in creating the IDEA program. "Whether you're an honors student finishing your capstone project, in CEO (the Bryant chapter of Collegiate Entrepreneurs' Organization), starting a club, or serving on the Student Senate — there are many avenues for leadership."

In 2000, Henry "Hank" Parkinson, Ed.D., a former assistant director of student activities, recognized that students not drawn into campus participation as orientation leaders or residence hall assistants could benefit from new opportunities to develop their leadership skills. To help those students "find their home," Bryant started to offer new experiential learning options. The University sponsors two Linked through Leadership Programs: Learn, Lead and Change Weekends, and the Leadership Empowerment Experience. The programs are rooted in the Social Change Model of Leadership Development, which embraces diverse leadership and the goal of positive change.

In 2010, Bryant created an Institute for Public Leadership — a go-to source for public officials to acquire skills, training, and research to help them become more effective leaders. It was launched with the support of Alan G. Hassenfeld '85H, a former Bryant Trustee and chairman of the Executive Committee of Hasbro, Inc. In 2012, it was renamed the Hassenfeld Institute for Public Leadership. Conferences organized by the Institute bring together regional leaders to explore strategies for problem-solving. "The Institute is a perfect fit for Bryant," said Hassenfeld. "President Ronald K. Machtley, who has served in Congress, understands the pressing need for visionary, effective leadership. Bryant's faculty and the Institute's founding director, Gary Sasse, have created a world-class program that can make a tremendous difference for the future."

"Leadership is a continuum," said Richard Hurley '04, director of Student Life at Bryant. "At every facet of your development, you are learning about yourself, about others, and about your community."

That attitude is at the core of Bryant's commitment to fostering leadership skills in every student.





INNOVATION

From 2012 on, Bryant became increasingly innovative in four areas – student initiation, new facilities, teaching, and learning.

New initiatives were undertaken to answer very challenging questions: How can academic leaders create a culture of innovation? How can faculty more effectively convey knowledge? How can students learn the skills, traits, and process to become innovators?

President Machtley identified six steps in how innovation evolved during this period:

“First, we began teaching every freshman ‘design thinking’ in a 72-hour ‘boot camp’ immersion experience. That’s our IDEA. program – Innovation and Design Experience for All. It’s an intense, experiential learning program that teaches new students the model for problem-solving that was created by IDEO, a renowned California industrial design firm.

“Second, we began to envision how our faculty could go beyond PowerPoint presentations to an integrated pedagogy of experiential learning in the classroom. We started with one prototype classroom — the Ideation Lab — and adventurous faculty who had participated in the IDEA. program. The classroom itself wasn’t too futuristic, but the faculty using the room were known for teaching innovatively. They experimented, evaluated results, and made improvements.

“Third, we created an additional prototype classroom in our Bello Center and Krupps Library. This was more sophisticated in its use of wireless technology, with moveable tables and chairs for easy reconfiguration of the space for team tasks.

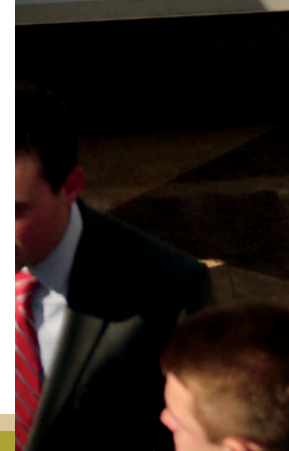
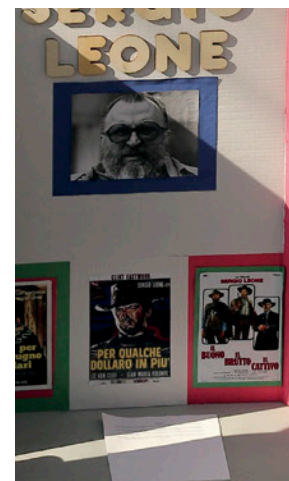
“Fourth, throughout the pilot projects, we had pioneering faculty and leaders who were ready to imagine a whole new building that would reflect the lessons they had learned. We wanted an active, fluid learning environment – space that was flexible for future evolution, open and transparent, with light and moveable furniture, and state-of-the-art technology tools. We spent two years designing this building, and, by 2016, it opened to universal acclaim. We envisioned group integrated experiential learning in flipped classrooms, and many other possibilities. In September 2016, the Academic Innovation Center came online (AIC). The AIC added a new dimension to academic life, inspiring faculty and students.

“Fifth, we recognized that our whole community should have a rich culture of innovation. We created many programs, like ‘Faculty Without Borders’ and the enhanced Sophomore International Experience. One initiative was an event in the spring called REDay – Research & Engagement Day. It’s an opportunity for faculty and students to share things they’ve done — a research project, independent study, or classroom activity.



“Sixth, we decided that our goal was not just to teach innovatively but to develop within each student the traits, skills, and qualities that characterize innovative leaders. In creative collaboration, we crafted a definition of that elusive word, innovation: ‘The process of creating and implementing an idea that generates significant positive change that the user values.’ We then identified five traits of innovators: Curiosity and Creativity; Integrative Thinking; Collaboration; Connectors; and the Perseverance and Grit to embrace failure as a source of future success. Our students are learning those defined traits as well as the core of academic courses.”

Now the difficult process is to seek a way of assessing if students are learning more than in a traditional formatted class and if they are developing innovative traits. To help in this difficult task, Bryant hired Professor Edward Kairiss as Director of Faculty Development and Innovation.





INNOVATIVE TEACHING

New technologies and new collaborations challenged faculty to think beyond the traditional classroom lecture format to more effectively engage their students.

Professor of Finance, Jack Trifts, said, “I used to think ‘lecture’ was a synonym for teach. I’ve taught at three universities and won teaching awards at them, so I’m pretty good at what I do, but my teaching today is fundamentally different than it was 10 years ago. I don’t lecture in class. I record video lectures and post them online, so students can watch them before class. Taking the lecture out of the classroom frees up time to do much more active learning kinds of things. This “flipping the classroom” is another way of helping the students to maximize their education face time with a faculty member.

“For example, we have students in my financial statement class who are evaluating and valuing companies. At the end of the semester they will make presentations. And we’ll bring in a team of finance professionals, all Bryant alumni, and they’ll ask the students the same questions they’d ask Fidelity portfolio managers. So, it’s very real, very current and cutting-edge.

“Instead of standing in front at a podium, I’m circling around and coaching, I’m mentoring, answering questions, sometimes directly and sometimes not so directly so they have to grapple more. And with a group dynamic, it’s so different; there’s more energy in the classroom. Students enjoy it. In finance, we are technology-driven. We installed a dozen Bloomberg terminals on campus. Bloomberg is the gold standard for financial information. A bunch of us are reworking our courses to be built on that. And to be able to send graduates who are already Bloomberg-certified into the investment industry, well, that’s really cool.”

Kairiss explained, “Since our faculty are so heavily engaged with preparing and delivering classroom instruction, we try to create opportunities for them to step out of that intensive environment to rethink how they might do something new. For example, we have workshops on teaching where we typically bring in

someone from the outside to present a fresh perspective about some aspect of pedagogy.

“Another approach is what we call ‘Faculty Without Borders.’ This is a program where we encourage faculty to welcome other faculty to come in and observe their class. We make it easy with an online form: here are the times I can welcome visitors, and here are the number of empty seats available. This notion of opening your door is catching on. Not only does it help faculty share pedagogical ideas with their peers, to explore and experiment, it also helps build a culture where teaching excellence is paramount.

“Sometimes we have a ‘Teaching Slam’, which is based on a presentation format often used at academic conferences, where you’ve got a limited amount of time to do a demonstration. In one iteration of this, 10 faculty were given 10 minutes to demonstrate something they do in the classroom. Then the buzzer goes off. It’s quite effective because you’re forced to be salient and explain something you found to be valuable in the classroom.

“The ‘flipped classroom’ model gives faculty so many opportunities to tap into that part of themselves that says: ‘I’d like to try something new.’ They know that students show up not to listen to a lecture but to solve problems, have discussions, engage in debate, or do some type of group project or task, sharing and collaborating.

“Some of the technologies we see growing in popularity include ‘personal response systems.’ It’s basically electronic polling. A professor will talk for a period of time, then pose a question – perhaps a multiple-choice question or some kind of challenge – and then give students a few minutes to respond. Their responses are collected electronically and displayed on a screen. So, if I’ve just been talking about Newton’s Second Law of Motion and I gave them a question about it, and 70 percent of the class gets the wrong answer, that tells me, OK, I need to step back, and figure out why they didn’t understand it. Plus, for the students, it’s a challenge. Everybody has to participate. It’s not just a few people raising their hands; it gets the whole group involved.

“Getting good feedback is a tremendous reward in itself. The true measure of good teaching is good learning. And one of the hardest questions to address in all levels of education, but certainly in higher ed, is how do we measure learning outcomes and learning goals? So, any measurement of any kind of impact can’t be just about measures around teaching or observations about teaching. They have to be tied into measures of student learning and student progress.”

INNOVATIVE LEARNING

In this new era, Bryant students learned in many innovative ways: interdisciplinary studies, team projects, leadership training, social entrepreneurship, mentoring, global immersion, and character building, as well as new technologies. Bryant’s immersive and uniquely integrated curriculum, with a focus on international education and innovative models of teaching and learning, garnered national recognition by organizations, including the Davis Educational Foundation and Hanover Research. While the traditional lecture format stills occurs, there is much more group experiential work around the lecture to ensure both learning of important points and a retention of concepts in practical settings.

A Bryant education is designed to inspire students to “discover their unique passion and create their own path to success.” Bryant committed to developing “the knowledge, skills, connections, credentials, and qualities of character that prepare students to think ambitiously about their personal and career goals, to think in a global context, and think as innovative problem-solvers.”





INNOVATIVE STUDENT INITIATION

The First-Year Gateway Experience, designed under Dr. José-Marie Griffiths as Vice President of Academic Affairs, has been nationally recognized for innovation and success. And the culmination of that initiation is the IDEA program. That program has four key learning objectives: First, students learn to apply the design thinking process to come up with creative solutions. Second, they develop skills in brainstorming, as well as constructive debate with other team members. Third, they discover their cognitive style and how to work with others who have different styles. Fourth, students learn how to communicate their ideas clearly and concisely.

“IDEA pushes students out of their comfort zone, to be better learners,” observed Madan Annavarjula, Dean of the College of Business. “It helps them think in a three-dimensional space, in a practical sense, collect information, organize it, prototype it — if it’s a failure, pick up the pieces, and run with the ideas that can actually take you toward success.”

Students learn that one weakness of traditional planning and decision-making is that it tends to move in a linear way from analysis to action. Design thinking is more non-linear and iterative. It emphasizes early action — through testing, prototyping, and experimentation — assessing the results of those efforts, then iterating quickly to improve on the ideas. “Fail fast” is the motto.

“The IDEA program is an immersive experience that engages the entire Bryant community, at all levels, including our alumni,” explained Allison Butler, a psychology professor and member of the IDEA leadership team. “Students learn that they have the power to make change in their communities, and to move the needle. By learning the design thinking process, they’re empowered with a really useful tool that serves them well, no matter what they go on to do.”

INNOVATION AS A BRYANT SUCCESS STORY

Thinking back, President Machtley cited three factors for Bryant’s success with innovation:

“First, getting early buy-in. The faculty was involved in these initiatives from the beginning. Indeed, they conceived most of the ideas and led the way in implementing them.

“Second, it takes courage. Our professors were amazing in the way they embraced the challenge of examining and enhancing their pedagogy. When you have been lecture-oriented for decades, it’s not easy to produce and post a video lecture for students to review in advance of class — and then develop materials to explore your concepts in class, with online research and team projects. And it’s not easy to learn how new technology works. Yet nobody backed off. Our teachers devoted extra time in preparation and planning their courses without complaint. Their true reward has been seeing their students work harder as well ...with enthusiasm.

“Finally, innovation requires realism and optimism. When you consider the six steps in ‘design thinking’ — observation, ideation, rapid prototyping, user feedback, iteration, and implementation — you can imagine failure as easily as success. But when you work with people in research, brainstorming, trial and error, you are energized and hopeful. And when you figure out ‘the better way,’ it’s exhilarating. That’s what keeps you going. That is why innovation has a momentum that can seem unstoppable.”

While these initiatives in innovation were relatively recent, President Machtley wrote in a 2017 progress report: “With due respect to my predecessors, I should note that innovation has been in Bryant’s DNA since its founding in 1863 as a national business college. And as a university, Bryant’s integrated curriculum of business and the arts and sciences is increasingly recognized as innovative. So we’ll keep raising our game, raising our standards, and raising our hopes.”

FACULTY REFLECTIONS



ROBERT MUKSIAN, former Chair
of the Mathematics Department.

“There’s a Chinese proverb: The teacher opens the door; the student must walk through. And to open that door has been a pleasure and an honor,” said Robert Muksian, former Chair of the Mathematics Department who retired after teaching for over 40 years at Bryant.

“I’d sometimes tell students: I really can’t teach you. I can direct your learning. I can show you what to do. I could show you how it’s done. You’ve got to acquire it. If that’s teaching, then I’m teaching. I’m imparting my knowledge. I can impart it verbally. I can impart it artistically when I’m developing things on the board, and I can impart it in prose.”

Muksian joined the faculty in 1971 and launched the Actuarial program in 1982, which grew into one of Bryant’s most successful programs. The greatest success he felt, however, was at the end of a semester when students would come up to him, not yet knowing their grades, and shake his hand. “And they would say: ‘Thank you for the course. It’s something I’m going to be able to use the rest of my life.’”

He had tremendous influence in applied mathematics, yet his degree was in engineering. His doctoral dissertation was the formulation of a math model representing the dynamics of the human body. But his curiosity and research over time shifted his focus from engineering to biomechanics to finance. Later, he wrote a *Mathematics of Finance* handbook, and a textbook, *Mathematics of Interest Rates*. He became a renowned expert in finance, but he concluded, “There’s nothing more satisfying, at least in applied mathematics, than looking out after you’ve explained something and see that a student understands what you’re talking about. He’s got it! When I’d see the kid has got it, what a sense of satisfaction! Money can’t buy that satisfaction.”

That is the unique joy of teaching.

What follows are some reminiscences of nine professors who were interviewed about how Bryant and its curriculum changed through the years.

KEITH MURRAY | MARKETING



Keith Murray is a Professor of Marketing in the College of Business. He joined the Bryant faculty in 1992 and was Associate Dean of the College of Business from 2005 to 2011.

“I came to Bryant because I wanted a place that had a clear identity and mission. I liked Bryant because it was a freestanding, independent, and resourceful school of business. That way, I thought there’d be more resources for research, for better facilities, and more support for teaching.

“Now, 25 years later, the market for higher education has gotten more competitive, more intense. I think Bryant does — certainly for undergraduates — what many other institutions don’t do. We have loyal alumni who identify with Bryant and want to take care of Bryant. If we find out you’re a Bryant grad, you go to the head of the opportunity and employment line. That is an advantage in going here — knowing that you’re then going to be part of a network of support that goes on. Not just initial jobs, but then for networking. That is an asset of great value.

“We’re in Rhode Island, and Bryant is a product of Rhode Island. It builds on the notion that this is my school; this isn’t just a place I got a degree. This is a place I identify with. And alumni are passionate about making sure they do what they can and make company resources available to students. It does happen in other places, but it doesn’t happen on average as much as it does here.

“During my time, graduate studies have changed in emphasis from the stock to the innovative. It used to be the program was old, and staffing was matter of fact. Now we are judged by a more critical marketplace, and, to varying degrees, attract bright students for an unconventional program. We have pioneered the idea — in this region, not nationally — of the one-year MBA. Other institutions weren’t doing that. We pioneered the notion of an MBA boot camp; now other programs emulate us.

“There was a period of time we were letting students indicate their preferences for faculty and courses in a way that served not the requirements, but the electives of an MBA. That wasn’t done anywhere; now it’s done in a fair number of places. In some ways we don’t actually keep up what we got started. But we have changed the face of graduate education to make it more — I’m going to use the word client-responsive. People talk about students being customers; they’re not really customers, they’re clients, in much the way you’re a client of a tax attorney or financial advisor. They are our clients; we owe them a professional service. We have done a good job of making that connection much more thought-through. Otherwise, before it was largely an assembly line — we do these eight courses, and then you get your degree.

“It wasn’t easy pioneering in New England. As in all places, the status quo reigned, and people dragged their feet when we talked about changing things. But we had a dean at the time, Jack Trifts, who had been somewhere else and said we could be doing a better job. He said we’d been doing things differently and everybody’s happier: applicants, graduate students, and the faculty themselves, and in the process, the program prospers.

“When we started making changes it changed our applicant base, improving it dramatically. We had periods when we had a better applicant pool than the other two or three B schools did. We had higher admissions stan-

dards than other Boston-based equivalent programs had. We were given particular recognition the first year that we sought a ranking. We were ahead of institutions that hadn't been ranked for a long time.

"I appreciated Jack Trift's no-nonsense attitude and his reluctance to continue doing things the way we've always done them: Let's rethink how we're doing it; let's look at other places and give other ideas a shot, because interesting things are happening elsewhere and we ought to try them. He brought fresh air to the business program and a perspective that is only possible when you have people from outside New England come in. That isn't a beautiful thing to say if you're talking to an audience of Rhode Islanders, but a number of us at that time had come from other places, and we said, 'hey, great place, but improvable.'

"We offered new degrees — a master's in accounting, a master's in taxation. And for a little school, adding new degrees is a big deal. It seemed to be where the market was going. I think that was reflected in the applicant pool. When we made the changes, we got the word out, and we had our first graduating class or two. It was reflected in the number and the quality of the applications. We did something that was innovative back then, and that is what we came to call a corporate MBA. We would contract with — during my time, we had two organizations: one was the Navy, and one was Lifespan, which is a health care system in Providence. We contracted with them, and we provided a tailored, customized MBA for their people. It was very successful.

"I think we actually strove for excellence more than anything else. It wasn't a matter of just trying something different. President Machtley has taken that to an international dimension. He's done that with our emphasis on International Business, which is not unique, but it is fairly distinctive and taken very seriously here.

"We've done a very good job in our International Business program. We have taken an idea that has come into its own. Most business is international now, although the average person on the sidewalk wouldn't tell you that that's the reality. We've done a nice job of helping students understand that and prepare for that. It means they now study languages when they only used to study accounting. And to make it, we have encouraged study-abroad for people who are most interested and most ambitious to see what it's like. And the cool thing we've done is when you come to campus as an International Business student, we prepare you to do exactly that.

"At the same time, we require you to develop a concentration in one of the five business disciplines — accounting, management, finance, IT, marketing — so when you graduate at 22 and Hewlett-Packard isn't wanting to hire you as a vice president in Hong Kong or China, you have a way of making yourself marketable, generate income, and get placed at a company that knows of your interest and will someday send you to China, or Hong Kong, or India. That's cool.

KRISTEN KENNEDY | MATHEMATICS



Kristen Kennedy has been Chair of the Mathematics Department for more than 11 years, and she has taught at Bryant for more than 34 years. She teaches a variety of courses, from statistics to actuarial mathematics. Her research covers a broad spectrum of topics – from the art of teaching math effectively to

issues in accounting, healthcare, statistical research, and business.

“When I first started teaching here, mathematics was not a major. We were a service department, and we taught basic courses that would help students understand their financial courses better and some of their science courses better. So, a basic business calculus course and a statistics 1 course were pretty much what people took. You might have a few students who wanted to branch out to Statistics 2, but we had a limited curriculum there.

“In the early 1980s one of our professors, Robert Muksian, looked ahead and realized that actuarial mathematics was going to be a new wave of the future. He instituted the major here. We only had four or five students taking the major in the beginning, but it blossomed. We now have more than 175 students in our major, which is very healthy for a school our size.

“About 10 years ago, we started a second major, the applied math and stat program. And that has been growing every single year. Of course, data science and analytics are hot terms these days, and students realize they need to know something about statistical analysis just to be in business, whether they want to major in it or not.

“So now math is a major, we have a concentration, and we have a minor in applied statistics. Not only that, we are a SAS university. SAS is a big company with a large statistical analyzing product out there. And if our students take four SAS courses, the company and our department jointly award those students SAS certification. It’s a very nice thing to have checkmarked after a graduate’s name that they are SAS certified when they go out into the world. I’ve had vice presidents of actuarial programs tell me that they’d rather see SAS certification than another actuarial exam. There are only about 21 universities in the world that offer SAS certification in data mining, and we are the only undergraduate program, so we are proud of that.

“We have an analytics concentration that is across the College of Business and the College of Arts and Sciences. That’s different from what we do with our majors. Our majors are driven mathematically and are statistically astute, whereas the analytics concentration is more for the business person who doesn’t really need to know all the mathematics and the nitty gritty behind it, but rather, how you use it, what’s it good for, how it can drive a company. So, it’s more of a business approach. Students take some statistics courses along the way, but they don’t need to have their entire program in the statistical world.

“Before we had a College of Arts and Sciences, our students were going off and doing well in business and whatnot, but we were constantly hearing from business people: ‘We love Bryant students, they do a good job, but they’re not very well-rounded. They write strictly in a business sense. They don’t know that other half of the side — the literature, the history.’ So, the College of Arts and Sciences was born.

“At that time, when the College of Arts and Sciences came on, the mathematics department was in the College of Business. We already had our major growing. A few years went on, and all of us professors wanted the math department to be in the College of Arts and Sciences because, traditionally, that’s where mathematics is in most universities. So, we talked to students about it; the students seemed fine with that. And we packed our bags and moved across the street to the College of Arts and Sciences. We’ve been there ever since.

“I have a poster in my office, with Einstein saying, ‘Do not worry about your difficulties in mathematics. I can assure you that mine are still greater.’ I like that poster for my students because I don’t want them stressed over the math. We’ll go as far as we can. We’ll understand as much as we can. And let’s not worry if something is beyond our grasp at this moment.

“The math we teach here is significantly on the applied side. We have one course called number theory, but most of the older professors here were trained in pure mathematics, not the applied world of statistics and actuarial math. We had to learn that ourselves, to teach it to our students. In the area of pure mathematics, you begin to see the mathematics of nature. There are subjects in mathematics that will just blow your mind with the beauty of why something is true. The study of infinity is beautiful.

“I never give students the kind of exam where they could just punch A, B, C, or D. I want to see their work. I want to circle where they’re going wrong. I want to write them a note on whatever work they’re handing in to me. I want them to be accurate in communicating their results. I want them to write a concise, clear interpretation of what they think those numbers mean. I like to see that they’re following the reasoning because they will turn into logical-thinking people if they practice that skill.

“We’ve got a case competition where students compete on data they are provided by companies. It would be modeled after real claims and liabilities and things like that. And they’re giving it to the students with a slight direction to help them: ‘Tell me what you think. Play around with it. Ask me a question about it.’ That really helps the students grow in a big way.

“We also have a student-run Actuarial Association. They’re very active. They schedule recruiters to come every single week to speak to the association. And students help each other. They have lots of study groups to pass all the professional exams. They are right there for each other. We show them the math, we show them how to get going, and they just take the ball and run with it.”

GREGG CARTER | HISTORY AND SOCIAL SCIENCES



Gregg Carter, a Professor of History and Social Sciences, joined Bryant's faculty in 1983. He has authored or edited 23 books on issues like gun control, working women in America, conflict management, and empirical approaches to sociology.

"It's never been a demand for the College of Arts and Sciences to see how our courses will make you a better person in the business world; it's how this will make you a better person, period – a more understanding person," Carter explains. "And whether you apply these in business or your personal life or in nonprofits, you're going to do better to understand the principles of economics, sociology, interpersonal communication ... How can you not know about society and what's going on in society, and work in the modern workplace?"

"One of the big changes in my academic career was personal computing and the Internet. Pre-Internet, if you were in social sciences at a smaller college, you were hurt because the big public opinion data sets, census data sets, U.N. data sets, were first released to the top research universities. It was years before you could get your hands on that data. But now I've got access to the same thing they do and at the same time.

"When I started here in 1983, there were no liberal arts minors, concentrations, or majors. Starting in 1996, we had minors and a couple of concentrations – one in History, one in English. And post-2004, we've been a full-fledged university with a College of Arts and Sciences, and dozens of majors and concentrations.

"We have some flagship programs like Communication, Psychology, Politics and Law. Most of the programs are small, but you can run upper division courses because they're filled with non-majors who are getting their minors in Sociology, History, Psychology, or something like that. And, by and large, with few exceptions, it's worked out well.

"Getting AACSB accreditation made an enormous difference. There were four Ph.D.s in Business when I got here. Most of the liberal arts faculty had their Ph.D. A Ph.D. is about doing research, and there were very few researchers here. Now everyone on the faculty at Bryant has a serious research program, including everybody in business, as well as liberal arts. That's helped build the reputation of Bryant within the higher education community. Now all the faculty are published in scholarly journals, and that certainly helps.

"Years ago, part of the conversation about strengthening the arts and sciences majors and emphasizing fields like psychology, sociology, and communication was to try and redress the gender imbalance at Bryant – because for the last three decades, females have been more likely to graduate from high school than males and more likely to go on to college. We wanted to better tap into that population because, like many business and engineering schools, Bryant had a 60-40 split in the opposite way: having more males.

“Another change is that we’re seeing many more students going on to law school and graduate school. If you’re talking about medicine, law, biology, Ph.D., and almost anything, the tradition was that at age 22, when you got out of college, you went straight to graduate school, medical school or law school. But business was the exception – you usually spent several years getting your hands dirty in the real world, and then got your MBA at age 25 or older. That norm has changed a bit for business. It’s still hugely there, but there are now MBA programs that encourage some applicants right out of college. You still see many more people going up for Ph.D.s like in Sociology or Economics or especially law school. Now, with biology majors, we’re seeing people going on to medical school.

“American students tend not have as much of a sociological imagination. The U.S. is the most individualistic country on earth. It’s all about me, and it’s all about ‘baby on board.’ And the revelation you get in sociology is you see the kinds of strings that are tugging on people – social forces, cultural forces, economic forces, political forces, that they normally don’t think about, that are usually coercive, hugely tracking and channeling people into certain directions

“Traditionally in colleges and universities, faculties are ecologically organized. Where is the History Department? Oh, it’s over there. Where’s the Sociology department? It’s over there. They’re all in one section of a building, or they all have their own building. At Bryant, the tradition has been to commingle. I’m a sociologist, and next to me is a mathematician. Two doors down is a communication professor. The conversations can lead to interdisciplinary thinking. The downside to that is for young professors it’s harder to get socialized in your discipline. So there are pluses and minuses. But whenever the faculty has been posed with that decision, more people have said, ‘let’s keep our traditional system of not being ecologically segregated.’ So that’s a unique thing about Bryant.

“When I got here, research expectations were low. They’re much higher now, and there’s much more support for research. Standard faculty used to teach eight courses. Now standard faculty teach six courses. Sabbaticals are more generous. There’s been a lot more support for research summer stipends and research assistants. So, Bryant has put money where its mouth is, in terms of wanting more research and providing the resources to produce it. That’s been a big change.”

“It’s never been a demand for the College of Arts and Sciences to see how our courses will make you a better person in the business world; it’s how this will make you a better person, period – a more understanding person.”

STEPHANIE BOYER | SALES



“Sales is in the middle of business and liberal arts. You need to understand psychology and relating to people, the creativity of a presentation, empathy, ethics, all of these things we consider to be on the humanities side.”

Sports is not the only arena in which Bryant students intensely compete with other universities. There are a growing number of regional and national sales competitions, where student teams get to showcase their ability in front of an audience that included prospective employers.

In 2012, Bryant organized and started hosting the Northeast Collegiate Sales Competition (NCSC). The annual event has corporate sponsors and draws more than 400 people. “Our team members are usually juniors and seniors, and they’re really pumped up about sales,” said Stefanie Boyer, Associate Professor of Marketing, and Director of the NCSC. “I found these competitions were a great way to motivate students. I teach them the sales process, and then they have to work with companies and sell to them, with a panel of judges giving them feedback.”

Under Boyer’s leadership in creating an innovative sales program at Bryant, sales became a minor in 2013 and is expected to become a concentration or major.

In classroom teaching, Boyer starts by asking students what they think of sales. “A lot of people think about the fast talker, the guy selling snake oil who makes you feel uncomfortable. But then I explain that it’s not the way we go about it. We talk about professionalism and the cornerstone of any profession: trust. If you lose trust, people don’t want a relationship with you any more – whether personal or in business. We teach students to be honest, to provide value to the customer so they want to do business with you again.”

Boyer teaches the whole process of sales – prospecting, pre-approach, identifying needs, presenting, handling objections, closing, and follow-up.” And, beyond theory, she engages students in active learning activities, including role-playing.

To help students with role-playing, she brought in an improvisation professional from the Providence Improv Guild. They conducted adaptability and improv training workshops, helping students learn to more confidently and creatively think on their feet.

“Sales is in the middle of business and liberal arts,” said Boyer. “You need to understand psychology and relating to people, the creativity of a presentation, empathy, ethics, all of these things we consider to be on the humanities side. But sales is really a part of everything, nearly every facet of work. And it’s not just selling a product or service; it could be selling an idea. For our students, it could be persuasion to help in getting their first job or promotion.

“The first step is prospecting. That requires research to find the right clients; people who could use your services or product. Then you have to pre-approach, doing the research needed to qualify leads. Then you have the approach, your first encounter – the beginning of the meeting. Those are just the first three steps. We deepen the curriculum within every step of the process.”

The first sales class is about professional selling. Typically, students interested in going into sales would take a sales internship next. They’d have a project at a company that ties in with what they’re learning in class. The internship involves a lot of hands-on experience and then they do presentations. There is also a sales management course, where they are mentoring students in the other sales class. They do a self-directed learning project and, if they are sales managers, they’re taught an effective process to support sales people.

There is also a sales mentorship program where students work with corporate sponsors and Bryant alumni. “I’d say the biggest thing that is unique about the Bryant network is that alumni really, really care about the success and well-being of current students,” said Boyer. “They give generously of their time.”

What drew Boyer into sales? “I’ve sold my whole life and didn’t even realize it. My undergraduate program was psychology and criminology. Then I got my master’s; I studied marketing, international business, and finance. In all these experiences I was selling, with the marketing component. When I was getting my Ph.D., I felt it was

all coming together. I worked with my mentor, focused on self-directed learning and how it was relevant to sales people. I had always identified different challenges while selling, so my research aligned with my teaching.

“And I love sales because students come into this class and have a certain level of skill, and when they’re done, their skill level is through the roof. It changes so much. It’s very rewarding because they often end up with a job offer or an internship from it.”

GAYTHA LANGLOIS | SCIENCE AND TECHNOLOGY



Gaytha Langlois is a Professor of Science and Technology, and was Chair of the Department from 2008–2014, helping to create new programs in Environmental Science and Biology, including the M.S. in Global Environmental Studies degree program.

In collaboration with colleagues, she helped plan new laboratory facilities and research programs.

“About 30 years ago, we established minors in biology and environmental science,” she recalls. “Prior to that, if students wanted to study environmental topics, they would take ecology, geology, various science courses as extra electives.

“There has been a long-term interest in ecology and biology. Around 2009, we created biology and environmental science. Our Biology major has grown dramatically, and it correlates nicely with the Physician Assistant program, which is a master’s degree.

“Our graduates have gotten into medical school, veterinary school, nursing programs, Ph.D. programs, and a lot of laboratory situations. So, for both the Environmental Science major and the Biology major, graduates have done very well.

“All of our students are required to take two science courses and a lab. And they can’t take two intro sciences; one has to be at least a 300-level course. Our faculty really tries to make those kinds of courses interesting

to students. We do a lot of field work, and a lot of linkages with real-life problems, and show how geology or chemistry match whatever course we’re teaching. In the major courses, we have more intense work because we have to prepare them to compete with other biology or environmental science programs.

“Around 2007–2008, the University funded really nice labs and outfitted them with state-of-the-art equipment. So students are taught on instruments they’ll encounter if they work in a hospital or an environmental chemistry lab. We created eight research labs. Some are combined so that two professors share common equipment, but each have their own workspace. For example, in one lab, it’s a combination of botanical and geochemistry training, and that’s where our electron microscopes are set up. It is a scanning electron microscope, as opposed to the type you might use in medical studies, which is called transmission electron microscopy. For that, you have to be able to slice the cells in very thin layers, so you can see inside cells. The scanning electron microscope approach looks at the surface of cells and any tissues. That works very well for environmental studies and for some types of medical work.

“We have another shared lab that is combination environmental chemistry and microbiology. We have one that is primarily electronics because Brian Blais, one of our long-time professors, is an expert in mathematical modeling of the brain. All of his work is computational, so his lab is based on the computation side of science. We have another lab that is biochemical and cellular biology; Chris Reed is the lead chemist there. He is also an instructor in chemistry, and an expert in creating new vaccines. His work is not only exciting but also at the forefront of medical science.

“My lab focuses on microscopy because that’s the type of research I do. And we have a shared lab with 10 different instruments. We have an ICMS, which is very good at detecting extremely low levels of metal in

either water or solid materials. We have a GCMS, which has a number of attachments so different professors can do assessments of organic materials.

“Environmental science students are required to do a research project. We put students in labs and teach them how to use as much equipment as possible. We share students, move them around, and take them to conferences. Bryant students are very confident. They have been taught to speak well and write well. They’ve been taught to present with confidence. So, when we take them to conferences, they are better presenters than biology students who haven’t been required to do it. That gives them a nice advantage.

“The environmental fields and biology fields are listed by the Department of Labor as some of the fastest-growing fields of work now. It is expected that there will be lots of jobs in these fields. That makes it all the more attractive for students who want to focus on those studies.

“We have been able to attract grants from the National Institute of Health. We have National Science Foundation grants, EPA grants, NASA grants, and NOAA grants.

“We are a broad-spectrum department — we have physics, chemistry, geology and geochemistry and microbiology. We have very broad expertise. To design and create the new labs in 2007, we must have had 30–40 meetings with lab designers, engineers, and campus folks. It’s a great layout. We created this forum area, and the research labs encircle that. The forum area is where students and faculty are constantly mixing. Any given day, you’re likely to see a professor meeting with lab students or class students ...going over materials, planning for field trips. That forum allows us to move students in and out of different labs when we need them to learn new expertise. And they’ll work with a different professor to do that.

“We were a Department of Science, and now our name is Science and Technology. We changed to that name because technology was being translated to mean computers, yet all the inventions and new innovative techniques were emanating out of science studies.”

“At Bryant, you have a lot of freedom to become what you want. It’s not highly structured like you might find in a department on a large campus where you have a slot and teach certain courses in a set sequence. You can become something else. I’ve probably changed my focus four or five times. Because of the flexibility of Bryant, faculty can really pursue their interests. You are never discouraged from applying for a different grant or developing new expertise or continuing studies of a different type. In that way, it’s a healthy educational ecosystem. It’s a key to why people stay. It’s also a key to how new people come in and find such positive energy. Maybe they’re only here for a short time, but that’s good, too. We have a mixture of old and new. That’s not necessarily true at big institutions, where you might become an old fossil, and nobody pays attention to you anymore. We’re encouraged to stay active.”

V.K.UNNI | FORMER VP FOR ACADEMIC AFFAIRS



Dr. V.K. Unni served as Bryant's Vice President for Academic Affairs from 1997 to 2010. He was instrumental in the college becoming a university, going international, and achieving accreditation from the AACSB. He has continued to serve on Bryant's

faculty as a Distinguished Professor of Business.

"When I came here, President Machtley had just joined and was getting used to the place. He was not very familiar with academics at that time, but he had a lot of enthusiasm and took the initiative to get Bryant going. And he gave me a lot of flexibility to work on things other than academic affairs to help Bryant because when we came here enrollment was at a low point. Dorms were closed. This was a five-day a week campus; there was nothing much going on during the weekends. Student retention was very low. And faculty morale was not that great.

"We soon had a set agenda in terms of strategic planning — the physical aspect of campus buildings was one component but also for the academic side. We focused on how to increase enrollment, how to increase that retention rate, and this was a combined effort by vice presidents.

"We brought in a person from Boston essentially to start what we call the First-Year Experience for freshmen. We also had consultants from Harvard talk to us about how advising students was important in

the retention process. Administrators were assigned by President Machtley to advise students, with each of us taking a number of students. And we started the Sophomore International Experience and other initiatives. Learning from all that, we developed a nice model, which helped us improve retention.

"We were traditionally known for business programs like accounting, but that in itself was not enough. It took us a few years, but in 2004 we decided to go from a college to the university. That initiative focused on a couple of things. One was how to attract international students. That was one component of increasing enrollment, and that really worked very well. The biggest change in this transition from college to university was in academic affairs. When we were Bryant College, we were following the model of Babson and Bentley. We had an undergraduate dean for all the programs, regardless of arts and sciences or business. Similarly there was a graduate dean for all the graduate programs, and I was Vice President for Academic Affairs. Because of the shift from college to university, organization separated into two colleges: College of Business, College of Arts and Sciences. So we went out and recruited deans for both colleges. And not only the deans, but even within each college the departments wanted to reassign titles and a few other things.

"New academic programs were added to attract students. Traditionally, we were known to have more male students. We wanted to attract more female students, so we did some homework on that. Based on our research we found that Communication and Applied Psychology were two subject areas where we could attract more women. So we started communication course programs, and we thought about what kind of communication program we should design. We brought in some external consultants, we converted a building into a studio, we bought all new communications equipment, and we recruited a lot of faculty in the communications area. Similarly, we started Applied Psychology courses. In business academic programs, we also recruited a

lot of faculty. We brought in Ph.D.s not only from the New England area but Ph.D.s from Northwestern University, Stanford, and other great institutions, which was extremely helpful. In so doing, we increased the diversity of faculty. We hired more women, Hispanic and African-American faculty. That helped improve our programs.

“As programs developed, problems came up with the facilities. Our classrooms were all in the Unistructure. Classrooms were looking like high school, and labs were looking like high school labs. We tried to create and improve classrooms and facilities in general, including the faculty offices, and created the new Krupp library. The Bello Center for Information and Technology was an exceptional endeavor of President Machtley. He was primarily responsible for getting the funding opportunity for that. And he focused more on strategic planning — what we should do the next few years. His initiatives on technology, like his laptop program, helped enormously in updating everything on campus.

“We also started the new International Business major. Though traditionally we were more of an accounting business school, the International Business program really captivated the audience. We recruited a lot of faculty in international accounting, international finance, international management, international marketing. With faculty input and ideas, we developed international business programs that were really attractive. Not only would students spend a semester abroad, they’d also be provided with internships in the countries where they wanted to specialize.

“So this campus slowly woke up. We increased enrollment, filling the dormitories and even constructing a new dorm to accommodate more students. Campus beautification began and we raised our profile in the world. More people started looking at our website. Accreditation was an important part of this story. There are two types of accreditation: one is the regional accreditation, which every university in New England has to go through. That comes only once in 10 years. We were able to get that during the last two times with no major concerns of any kind. Then there’s special-

ized business accreditation called the AACSB which accredits programs in business only. And less than 5 percent of the business schools in the country— not only country, the world— are accredited by AACSB. Now they are coming every five years, revisiting us, to make sure our programs are of the highest quality, the faculty are of the highest quality, the publications are of the highest quality. There are so many standards that we have to comply with. Achieving accreditation was important from the academic side. When we have orientation for incoming freshmen, we can tell them that they are coming to an institution that is not only nationally but internationally accredited by AACSB. That is their golden seal to get a job because employers may not be familiar with Bryant but they will know if the applicant has an AACSB degree. So that was extremely helpful.

“When I look back at all the accomplishments under President Machtley’s leadership and the team effort of all of us pulling together, it’s a feeling of real gratification. A lot of credit goes to alumni for all of their support through the years. And more than I can say, the faculty were tremendous assets in all that now has been achieved. They have great loyalty to Bryant. So many of the faculty we recruited some 20 years ago are still with us. Turnover here is very marginal. We love our work, and we enjoy celebrating Bryant’s success.

“All of these advances are reflected in the steady increase in Bryant’s rankings. When I came here, we were listed by *U.S. News & World Report* under business professional institutions – Babson, Bentley, and Bryant. That didn’t give us many opportunities to be recognized. So we appealed to the Carnegie Classification people and were soon classified under the Masters One category. From then on, we rose in the rankings every year. Our academics kept improving, our students were getting better jobs, and in turn students were speaking very positively about Bryant to media visiting on campus. All of that helped strengthen our academic community. And it indicates that there’s a big, bright future for Bryant.”

RON DELUGA | PSYCHOLOGY



Ron Deluga is a Professor of Applied Psychology. He joined Bryant's faculty in 1981 and became the founding Chair of the Department of Psychology, which he helped create in 2000.

"Most psychology programs across the country prepare students to go to graduate school. And we do that, but we have an additional layer

beyond that. That's why we're actually called Applied Psychology. We also prepare students for entry-level positions in psychology or related fields. Probably 60 percent of our students work for a year or two or three, after they graduate from Bryant in some field, and then go on to graduate school; 40 percent probably go directly to graduate school. But we have a lot of graduates who have gone into entry-level positions. We have students working in marketing, in social services, throughout the United States. That was the idea: to prepare students for entry-level positions. That's unusual among psych programs. Most psych programs are hyper-focused on getting students into graduate school, but we tried to expand it because not everyone wants to go on to graduate school after they graduate.

"The nature of our program is to be very hands-on with what students do in a classroom, and the types of assignments they have. We have a requirement during their senior year that they do an internship off campus or complete a major research project. The vast majority of students do internship; maybe 20 percent do the research. It depends on the professor and the nature of the course, but we get them actively involved very early.

"I'm teaching *Positive Psychology*. We were among the first universities to offer a course in that 15 years ago. It's the study of what's right about people, and optimal human functioning. Historically, psychology is focused on the negative, what's wrong with people. But this focuses on what's right with people.

"I teach an exercise in sports psychology class, too. All those students are interested in sports, and many of them are student athletes, so they bring their experiences as student athletes into the classroom. Recently, we've been talking about team dynamics, team cohesion. I was talking about visualization and imagery: imagine yourself doing well and going through a series of steps to improve your performance. That applies to sports, but it applies to life in general. As a matter of fact, a lot of what we talk about are general life skills they can translate from the classroom and playing field to their lives — things like conflict management, working with a team, bouncing back from adversity, that sort of thing. We have a chapter dealing with anxiety. You must manage your own anxiety but also notice the anxiety in an opponent. They might get more tired earlier in the competition than you'd expect, because they burnt so much energy worrying before the event even started.

"Our Psychology Department is a great team. The current chair is Joseph Trunzo, a clinical psychologist. He just wrote a book dealing with treatment of Lyme disease and how to cope with that. We have Christine McAuliffe, a licensed psychologist who recently worked with adolescent females who have anxiety-related issues. Nanci Weinberger is a developmental psychologist. Allison Butler is an educational psychologist. And Heather Lacey is a cognitive psychologist.

“Students learn a lot of interpersonal skills from psychology courses and from classroom interaction. Many classes involve team presentations. Learning to work with other people is very important, especially people from diverse backgrounds. Teams are randomly arranged or appointed, so it’s not like students choose their friends to work with. They have to learn what makes other people tick.

“In psychology classes, students tend to be very interactive. We’ll be talking about a subject, and a student will raise his or her hand and mention something that’s quite different from what other students have experienced in their lives — because we have students from all over the world. That adds a really interesting dynamic to the classroom, where we’re all learning something.

“Education is a two-way process. That’s what I tell students. We’re all here to learn together.”

“I’m teaching Positive PsychologyA major topic is the study of happiness, subjective well-being and life satisfaction. It’s a fun class because it’s very upbeat and the students are high achievers; they want to do really well.”

MIKE LYNCH | ACCOUNTING



Michael Lynch, J.D., CPA, is a Professor of Accounting. He joined Bryant in 1977, created the Master of Science in Taxation (MST) program, and served as coordinator of the MBA program for nearly 20 years. As director of the MST program, he helps shape the University's curriculum.

"As an educator, you have to have knowledge that goes well beyond the textbook. You have to have practical experience. I'm a CPA, an attorney, with a master's in tax, so I work with clients and learn from other professionals.

"One of the most important things, especially at the graduate level, is to be a researcher. A professor once said to me: Would you rather have your students drink from a moving stream or a stagnant pond? He said, let me see your research; I want to see if you're a stagnant pond. I do a ton of research, assign work to my students, and tell them what I do in the courts or with a client. I bring real-life experience in. Tax is black letter law, but it can't be taught that way because if you only understand what you can deduct, what you can't, what's taxable, what isn't, you could never plan for someone. You could never go beyond. You could never look at the next generation when you're passing wealth, and you could never look at the next year when you're planning bonuses, commissions, alternative types of income.

"When I started the MST program in 1977, at the time it was the most successful program at Bryant. We were rejecting people that we wanted to accept. There was no room. There weren't enough teachers or anything. Now we've saturated the market, and it's difficult. Graduate programs in general are shrinking because businesses aren't paying for grad school anymore. And the Big Eight firms, the Big Four, they expect you to arrive with 150 credits and a degree. They're not paying for grad school anymore, so it's on the student.

"So, in 2007 we created the Master of Professional Accountancy (MPA). This was to meet the 150-credit hour requirement, it's a master's in accounting, or in 2007 we said it's an MPA in tax. So, we've got the master in tax, master in accounting. For people who aren't sure, we have an MPA tax, where you take five courses in accounting and five in tax. Or in the MST it would be 10 tax, or in any MPA Accounting it would be nine accounting, one tax. So it serves the assurance side, it serves the tax side, and basically the people that are going to go out to the medium-sized and regional firms where they have to do both, we serve that market as well.

"But the key is we want to keep Bryant students at Bryant. So, in their senior year, first semester, we let them take a grad course, and that counts towards their undergrad and grad degree. And then senior year, second semester, they can also take another grad course that counts towards their grad degree. So, by the time they graduate undergrad, they only have eight left. And we do four in the summer, four in the fall, because the firms don't want you in the summer or fall because there's not as much work. So, by January 2nd, now it's busy season; our students are ready to go out in the market. So that's been a very successful program.

"At the undergrad level, we have AACSB accreditation, which basically means, in my opinion, that you just can't drive in, teach a course, get in your car, and

go home. It's expected that you're doing high-level research, current research that benefits the practitioners on current and future topics of tax and accounting, whatever. And we're doing that, and the more we do that, the easier it is to attract higher-level faculty.

"If you compare the faculty, say, in January 1977, when I took my first class, to the faculty here today, it's night and day. The faculty today is more diverse. There are many more elective courses. There are more majors and minors. The publications are just off the charts. And, it's funny, I find that the more faculty are involved in their research, the more they want to be involved in running the school. And they are the type of people that seem to have a lot of knowledge. Their doors are always open during office hours. They want the students to come in, and the students know it, and they come in.

"We know what the other faculty are doing. We try to collaborate. We can work off each other. So, if you're teaching, say, inventory and finance, I can do inventory in accounting; I can do inventory in tax. So, the students really understand inventory. And a lot more collaboration is going on, and that's wonderful.

"When I'm teaching accounting majors, I always assume they've already passed the CPA exam, that they're already working for a Big Four firm, because that's just around the corner. I have a standing joke with my students that when I see them after class, I shake their hand and say, I want to be the first to congratulate you on passing the CPA exam. 'Professor, I haven't taken it yet.' I know, I tell them, but I want to be first to congratulate you, because I know, based on 41 years of experience, you will take it and pass it.

"It's easy to get out of Bryant and prepare a tax return, put the right number on the right line and write out the check, and pay the right estimated taxes, and get an extension, and finish the return. That's easy. The hard part is the liberal arts side — the writing and reading, and knowing what not to write. That's extremely important. When you write something, you're always looking at the future. And the liberal arts side is looking at the planning aspect, as opposed to the historical

reporting. So once everything is done, now it becomes people; it becomes social. You have to take the information you prepared and sit down with people older than you who know their business better than you'll ever know it as the outsider coming in, and explain to them the changes you're going to recommend. And if they don't like you as a person, they're never going to listen to you. It's extremely important to know what the other person is thinking. And they're probably not thinking about you, and probably not thinking about the topic you want to talk about. So, again, that's liberal arts, and we stress that. We stress reading novels, newspapers, journals, being current, knowing what's going on in world affairs and in sports.

"After 41 years of looking back, I have seen my students succeed and make a lot of money, but they're also happy in what they do, they're happy in their home life, and they're generous. They give back to Bryant not only in money but also in time, whether they're on the board of trustees, or the alumni council, or just coming to a football game. So, I'm very proud to see my students succeed, and I do everything possible to help them succeed. Even if they've been fired, I have connections with placement agencies to help them find another job and end up in a better situation with a brighter future. So I follow the students. I don't teach them and then say, 'OK, there's another group coming in.' I follow them, and I think that's extremely important."

EILEEN KWESIGA | MANAGEMENT



Professor Eileen Kwesiga teaches Principles of Management in the Department of Management in the College of Business. She also teaches a sustainability course called *Managing Nonprofits*, and teaches MBA students. Kwesiga has been on the Bryant faculty for 10 years. Prior to academia, she worked for leading

businesses such as General Electric, problem-solving in the IT arena, implementing and integrating systems.

“Bryant allowed me to combine my teaching interests and my involvement in community. And I was able to translate that into research. And not just local research; also international research. That's the growth a lot of scholars go through professionally, after you acquire tenure. You start thinking about what contribution you want to make in your field.

“I came from East Africa, so I wanted ties in that area, and to do research that informs the world about other communities. Especially in Africa, which has always been looked at as a problem continent, I saw an opportunity to highlight that there can be a meaningful exchange of useful knowledge even in places where others may want to write them off. That's what led me to do research with indigenous communities, indigenous knowledge, social entrepreneurship, the impact that it has on life of others, and meaningful collaborations between indigenous communities and international organizations. That also led to advocacy, especially as we look at social sustainability goals mandated by the United Nations (UN).

“As a scholar who hailed from an emerging economy, and now in a developed economy, I'm able to cross back and forth, not only in travel, but in the exchange of knowledge. And Bryant has been supportive. Those of us in the international research area are provided money for our research. It's not perfect; of course, we would like more. But there is needed support, and I think it's pretty generous compared to other schools.

“It's funny that in my first sabbatical, I got tenured, and during my second sabbatical I applied for a full professorship, which I was able to get. So I'm grateful for that time to do good research, rest, develop myself, and pursue other interests. When you come back, you're reorganized, you're rejuvenated, and you have seen other things that definitely help you contribute more to Bryant.

“Two years ago, I put together a Sophomore International Experience to South Africa for faculty. We had a lot of interest because we have many international scholars at Bryant. Even if they're not international faculty, they bring their experiences to the classroom. They start thinking about new possibilities and they challenge themselves. Exposed to seeing what the world is, we bring that knowledge to the classroom. First of all, in our teaching. And also in providing an example to our students. We tell them: You can work in any part of the globe and it's perfectly OK; you will be all right. Students take advantage of those travel opportunities, through the Sophomore International Experience or Study Abroad.

“All the faculty mentor students, whether via teaching, via the examples that we set, opportunities we make available to them, the opportunities we provide. Mentoring is not just sitting down and advising. It's doing all of these different things, constantly. And our students are not bashful. They take advantage of those opportunities. Like today, I was sharing with a student things I've done with the UN; she was very interested.

One of my friends had told me there's an internship program available in her department in the Office of Human Rights in Geneva, so I called my student and she is applying right now, as we speak. So mentorship is something that we are consciously and unconsciously doing in our daily interactions with our students at Bryant.

"I was an international student many moons ago and I went to Canada. Had never been there, and it was a culture shock. It was so different, and the language was too fast for me. I was worried whether I would be successful. Our students are more savvy than that, but still, for many international students, there is a transition. So at orientation I'm always happy to advise parents, put them at ease, let them know their son or daughter is going to be fine; don't worry. I'm glad that Bryant offers that help to international parents.

"Social entrepreneurship is increasingly popular. The key takeaway for me is that business has a role to play in social issues — as a business you can do well by doing good. Some of the amazing partnerships I have seen are international collaborations, where multinationals did not think they were going to benefit but ended up being an outstanding success that carried on for many years. Because this is a time when people appreciate organizations that don't just exist for the purpose of making money — that they also try to effect positive social change — many more people buy into it. Before, organizations were instituting corporate social responsibility just to look good, or to give the sense they're doing something. Now, they are seeing that it's good business. We can take care of the environment; we can take care of our communities so that they can be healthy, and then they can buy more from us. So it is beginning to come full circle, and it's delightful.

"I joined Bryant at a point when we had transitioned from a college to a university. So I came in at a peak time when a lot of heavy lifting had been done, which is fantastic. And I have seen us grow through the challenges. Growth is not always as smooth or fast as you want it to be, but we have definitely made good strides in the right direction. We see opportunities to do more, so we should not get complacent. We cannot get com-

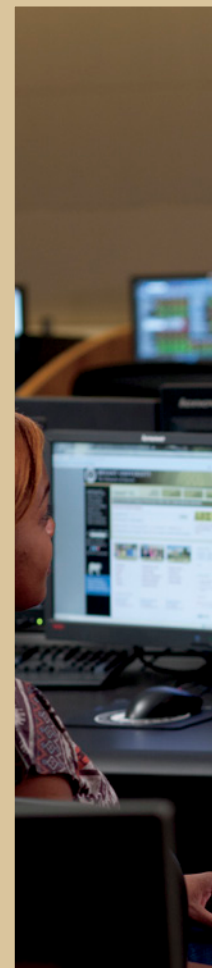
fortable. We still have to work hard to make sure that we are very competitive and attracting quality students, and preparing our students to be not only good business leaders but also good social citizens.

"I think teaching is a passion. And it's not a competition about being the most popular teacher. It's about, at the end of the day, when you leave that classroom, do you feel that you've imparted knowledge. And it's about growth. If I can look back and see students who now are senior managers, and some are on their way to becoming partners in organizations, I'm very happy. Sometimes we are hard on ourselves. We think, oh my gosh, did I do a good job? Was I too hard? Or was I too lenient? But it's like parenting. As long as you're striving to give your best every day, the results speak for themselves. So honestly, I love my craft. I am passionate about teaching. And I'm passionate about Bryant. I'm just hoping that we continue on, and we're healthy for many, many years to come."

BRYANT FACULTY

“There’s nothing more satisfying, at least in applied mathematics, than looking out after you’ve explained something and see that a student understands what you’re talking about. He’s got it! When I’d see the kid has got it, what a sense of satisfaction!”

–Robert Muksian, former Chair of the Mathematics Department







We Questions

What are the questions of Dimes?
Why are they for them while getting the campus
awareness of what March of Dimes mission
is to participate in the walk?



Worked Well

Think
everyone's voice heard in group
and the manifestation of groupthink
to make sure we could measure our
progress as we moved towards project
they in contact with each other over text
the route of communication between

We'd do Different

not marketing material sooner
be sooner to ask for donations for our walk
members contribute talk more of the meetings
the better



ights Learned

Think
it's advocate to bring up an opposing argument
"Team Member" Case
participation is key
communication team member can get lost out
idea
often isn't always the best
per best be possible
when
the best plan for the world
is a contemporary plan



STUDENT LIFE

90	PROLOGUE
92	RESIDENCE LIFE
95	INTRAMURAL SPORTS
97	STUDENT LEADERSHIP AND COMMUNITIES
98	CONVOCATION
100	FIRST-YEAR GATEWAY EXPERIENCE
101	CLUBS AND STUDENT-RUN ORGANIZATIONS
105	CAMPUS SERVICES
107	CAREER EDUCATION
109	DIVERSITY AND INCLUSION
110	COMMUNITY SERVICE

PROLOGUE

STUDENT LIFE

Thirty years ago, Bryant was widely viewed as a commuter school, lagging in its “student life.”

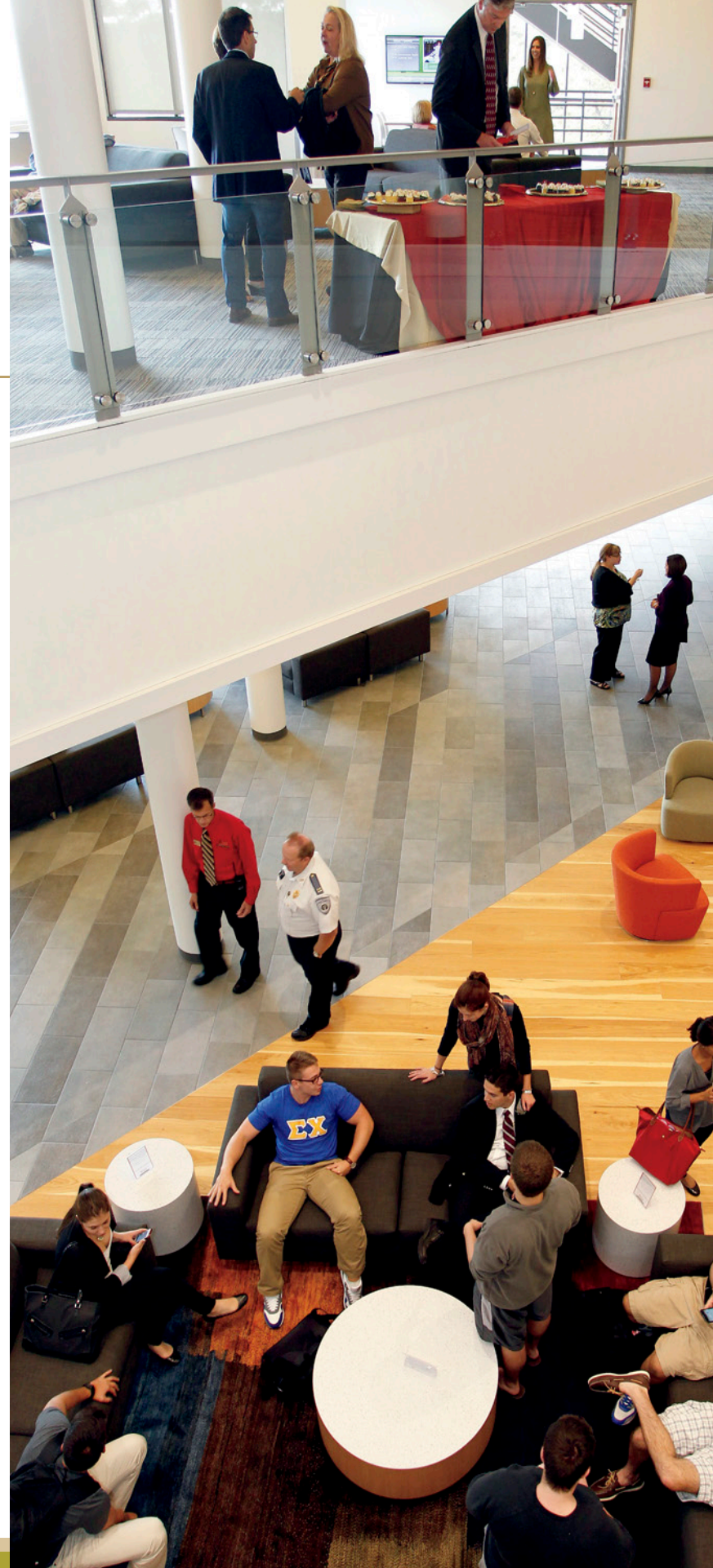
In the late 1990s, the new president, Ron Machtley, and a new Vice President of Student Affairs, J. Thomas Eakin, were determined to change that. Their vision, shared by trustees and other leaders, was to make Bryant a truly residential campus, change the idea of extracurricular activities to cocurricular activities, and make Bryant a student-centered community.

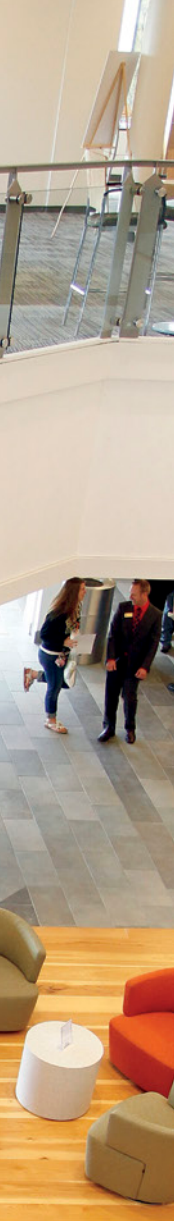
That vision has been largely fulfilled, but it wasn’t accomplished easily or quickly. Indeed, the success story is still unfolding.

In 1998, President Machtley announced the appointment of Dr. Eakin as vice president of what was then called Student Affairs. In that role, he was responsible for career services, residence life, multicultural student services, health services, counseling, and student activities.

Arriving at Bryant, Eakin brought with him 25 years of experience as associate vice president for student affairs/student development at Penn State – a much larger university – so he came with extensive knowledge of how to create a residential campus, with needs that must be met 24/7.

In 2001, Eakin explained, “Everything we do in Student Affairs relates to our institutional mission of being student-centered and focused on excellence. We work closely with Academic Affairs to emphasize the education of the whole student by developing the skills and qualities identified in the strategic plan (The New Century Plan), designed to prepare our students to do their personal best in life and business. “Throughout the College, we are working to 1) develop a distinctive campus climate built upon sound community principles that support the development of intellectual,





physical, and spiritual dimensions; 2) build campus-life programs that engage students and develop personal effectiveness skills and desired personal qualities; 3) create an effective and efficient program of student services; 4) review and improve the quality of campus life; and 5) assess and expand student internships and enhance career and employment opportunities.”

Eakin went on to accomplish what he had set out to do, retiring in 2013.

During his 16 years of service to Bryant, Dr. Eakin made substantial and enduring contributions. He helped launch distinctive programs such as the Sophomore International Experience, diversity initiatives, expanded services for women, and Bryant’s award-winning career services center. He also helped create innovative programs integrating coursework with an array of cocurricular opportunities, ensuring that the Bryant experience was 24/7. In recognition of the many contributions made by he and his wife, Marj, the University dedicated the Tom and Marj Eakin Student Leadership Suite on the Fisher Student Center’s third floor.

In 2013, President Machtley announced Eakin’s successor, John Saddlemire, D.Ed., formerly vice president for student affairs at the University of Connecticut. Saddlemire brought great leadership and management experience to the job, having served for 29 years in a variety of complex roles at public and private universi-

ties, and more than 25 years of continuous teaching. Under Saddlemire’s leadership, the quality and quantity of Student Life programs continued to improve, with more activities and resources.

In 2015, President Machtley was awarded the Region I President’s Award by NASPA, Student Affairs Administrators in Higher Education. The award is given to a college or university president or chancellor who, over a sustained period, advanced the quality of student life on campus by supporting the institution’s student affairs staff and initiatives.

In 2016, the Center for Higher Education Enterprise selected Bryant as one of the “most promising places to work in Student Affairs.” Saddlemire said the national recognition reflected the department’s impressive work on diversity and inclusion.

The dedicated staff in Student Life continue to work night and day to ensure the safety, well-being, and personal growth of Bryant’s students.



RESIDENCE LIFE

Over the last 30 years, Bryant transitioned into being a truly residential community — no longer a “suitcase school” with the students leaving on weekends.



Bob Sloss, Associate Dean of Students, recalls how things have changed during his time at Bryant, “When I got here in 1985, we only had the suite style-buildings 1 through 13, Hall 14, which was a freshman hall, and townhouses A through E. Back then, the school policy was to house all the upperclass students and only about 450 of the incoming freshmen, which worked out OK because the bulk of our students were from Massachusetts, Rhode Island, and Connecticut. But it was very difficult for the kids who couldn’t commute from home and had to get apartments at 18 years old in nearby cities. And I’m not sure how we retained those people. But with the help of other senior Student Affairs people, to be more industry-standard with other colleges, we were able to guarantee freshmen housing and eventually add even more housing to accommodate students.

“We built Hall 15, then Hall 16, Hall 17, townhouses. We added H through M, then O and P and then N. So we were able to retain a lot more students. Housing went from under 2,000 beds to more than 2,800 in 2008. Bryant now has much more of a residential campus feel.

“We understood that a resident student needs a lot more than just a bed. There needed to be athletic facilities and workout facilities and dining options, evening events and weekend events. As our residential population grew, all those things had to grow along with counseling, public safety, our student activities people — as they were called back then — and our international student staff.”

John Denio, Assistant Vice President of Student Affairs, observed, “I think we’re unique in the sense that all four class years are predominately represented on the campus in residential living. At most institutions, you are on campus for your first couple of years and then move off into the community. We have some of that, but for the vast majority we retain all four classes. So it brings a nice blend to the community, having a majority of seniors living on campus along with first-year students. The full-time residential population is around 86 percent; it fluctuates depending on the year and the class size.

“We have more than 600 beds in the townhouses, and that’s a very popular place. It’s seen as kind of a culmination of your residential experiences. We have had students in recent years move into Providence, but the vast majority of each of the classes is represented on campus. And I think that brings flavor to the social aspect of campus. It has added to the sense of community over the years and to the strong Bryant pride.

“Part of it, too, is the physical nature of the campus. It’s a very nice setting and the University has tried to maintain the residential facilities so they are attractive and appealing to students. The other big piece is convenience and accessibility.”

Sloss agrees that convenience is one of the many benefits to residing on campus. “There are so many more activities and resources now. Students can just swipe their card to take buses anywhere for free in Rhode Island. And there’s the option of car-sharing.

“There are great athletic events with a Division I institution. And we have many kinds of entertainment – movies, dances, comedians, bands, gaming nights. They might set up 100 easels in the rotunda area for a paint night, and participants get a painting at the end of it.

“And there are six or seven places to eat on campus, including late at night. On weekends, one is open until 2 A.M., in Hall 17.

“One of the biggest draws is our health and fitness facilities. There are numerous kinds of exercise equip-

ment. Plus, there’s a strong intramural program, which students love. So all of those activities keep students active on campus, nights and weekends.”

Kristin Ridge, Director of Residence Life, joined Bryant in 2006. She explained that even students who live near campus and could easily commute usually choose to live on campus because they appreciate the many benefits and advantages. “Making friends is easier, acclimating is easier. And it’s convenient to have a job on campus if you live here. It’s a financial commitment, but it’s part of the investment in the overall educational experience.

In 2018, the Village Renaissance program began. In this three-year project, the University is investing \$30 million to upgrade the residence halls – changing entrances, adding new fixtures, and improving the aesthetics.

Some students venture into Providence a bit more than they used to, since car services have made the city more accessible to them. “But if students don’t leave campus,” explained Ridge, “it’s because Bryant is the social epicenter. There is this sense of what students call FOMO— Fear of Missing Out — that if they leave the campus, they’re missing whatever parties and activities are happening over the weekend. Some freshmen will get dressed up like they’re going out for the evening, but they’re leaving their hall to go down to a party at the townhouses. So that’s ‘going out,’ even though they didn’t actually leave campus.”

RESIDENT ASSISTANTS

“Bryant’s 64 Resident Assistants are wonderful. They are my favorite thing about being here,” adds Ridge.

“It feels like they are responsible for everything under the sun. They do a lot of programming in terms of introduction to the campus if they have freshmen students – social diversity, different religions, different celebrations. They answer a lot of questions: How do you get an internship, how do you study abroad, how do you do Sophomore International Experience, how do you do laundry? All those basic things. And for seniors, the question often is: what else should I experience at Bryant before moving on to other places?

“RAs receive a package where their room and board are covered by the institution in exchange for their year-long position. And they have to go through a rehire process every year.

“A huge part of their role is crisis response. Every area has at least two RAs on duty every night, even when we’re on school breaks. And they do rounds to deal with any policy violations they come up against. They are also the people who students will go to if someone needs medical attention or there’s some sort of emergency. And RAs are 19 when they start this job. They complete about 200 hours of training to be able to hold this position. They learn how to handle all kinds of situations, including the nuance of being an authority without being aggressive and unintentionally escalating a situation. It takes massive leadership skills. It’s often something that will set them apart for jobs later in life because they can work with people in the most challenging of circumstances.”

In 2014, Emily Socha ’16 posted a brief explanation of “The Life of a Bryant RA.” She wrote, “Sometimes we get a bad reputation on campus for ruining a ‘fun night,’ but on other nights residents are happy that we saved their friends from what could have been a horrible disaster. As an RA, we wear many hats. We’re students, friends, athletes, club members, family members, and more. It’s tough to balance all the roles at some points, but we definitely find a way to manage the huge responsibility we’ve taken on. Many times we’re put in situations that include helping with homesickness, the loss of a loved one, policy violations, and crisis management. At the end of the day, the job is all about connecting with residents and establishing a safe and fun community.”



Bryant has 64 Resident Assistants— each responsible for about 40 students. Before students show up for the academic year, all RAs return to campus 10 days early to be trained and retrained for the position. Head RAs return even earlier to learn additional responsibilities and prepare for the coming year.

INTRAMURAL SPORTS

Extracurricular activities and sports play a big part in Bryant's culture. Students sign up for intramural sports for two main reasons: to get exercise and meet new people. Fitness and friends!

SOCCER continues to be one of the most popular intramurals on campus. Games are played at night at the Turf Complex.

SOFTBALL is also a popular sport. There are usually over a dozen teams, playing two nights a week.

FIELD HOCKEY is played in Bryant's new indoor field facility, offering 6 vs 6 competition.

FLAG FOOTBALL draws a lot of players. It's an exciting game, so it's not too hard for organizers to find another 12 students to form a team.



Volleyball runs the entire month of April. Since only four players are required for a game, it's easy to register a team.



When students are too busy to play in intramural or club games, they can join friends for a pickup game on one of Bryant's many fields. They might play Ultimate Frisbee, or play on one of the outdoor basketball courts near Halls 14 and 15.



The Chace Athletic Center offers tremendous variety: a state-of-the-art gym, with equipment ranging from weight lifting to elliptical machines. There's a lap pool, basketball and racquetball courts, yoga studios, and dance classes.

For fun competition or exercise, Bryant offers many non-varsity sports activities, including: Badminton, Bulldog Dancers, Bowling, Cheerleading, Cycling, Fishing, Hockey, Karate, Mixed Martial Arts, Rugby (men's and women's), Running Club, Ski & Snowboard, Spikeball, Squash, Tennis, and Women's Crew.

STUDENT LEADERSHIP AND COMMUNITIES

Bryant students have many opportunities to influence day-to-day student life. Some of the campus organizations that attract and develop leaders:

Bryant University Student Government
Commuter Connection
Bryant Pride
Greek Leadership
Hillel
International Student Organization
Interfraternity Council
InterVarsity Christian Fellowship
Multicultural Student Union
Panhellenic Council
Student Programming Board



The Fisher Student Center is a hub of campus activity. It is home to the Center for Student Leadership and Involvement, the PwC Center for Diversity and Inclusion (which includes the Intercultural Center, Women's Center, and Pride Center), the Office for Student Event Services and Orientation Programs, and the University Bookstore.



CONVOCAATION

“Every year, Bryant Convocation celebrates the first gathering of students, faculty, administrators, and staff and reaffirms a commitment to the shared values and purposes that distinguish Bryant as a University.”



Convocation is one of the oldest academic traditions, with stirring pageantry and profound meaning for the entire academic community. Every year, Bryant Convocation celebrates the first gathering of students, faculty, administrators, and staff and reaffirms a commitment to the shared values and purposes that distinguish Bryant as a University.

In 2006, Bryant’s Convocation address was delivered by the Reverend Jewelnel Davis, chaplain at Columbia University. Her theme of “centering down” drew from Quaker concepts of authenticity and grounding. Rev. Davis emphasized the importance of self-knowledge to help one focus on essential priorities. She cautioned students about the notion of “waiting for life to begin” until a goal is reached or a possession, credential, or status is attained, and urged the audience to find joy in the process of “getting there.” Rev. Davis advised, “Enjoy your ‘now.’” In 2011, Bryant’s then Vice President for Academic Affairs and Professor, José-Marie Griffiths, Ph.D., challenged students to “stretch in new directions” by trying on “new ideas and see how they fit.” She told the future graduates, “You will be challenged by different people to integrate multiple perspectives – social, cultural, ethical, spiritual, intellectual. You will collaborate with peers and mentors, and, in the synergy of those interactions, you will discover abilities you didn’t know you had, stretching to take on new roles and expand your accomplishments.”





FIRST-YEAR GATEWAY EXPERIENCE

“The program challenges students to trade easy certainty for life-changing curiosity.”

In 2012, Robert Shea, Ph.D., then Bryant’s Director of Faculty Development, explained, “The First-Year Gateway Experience welcomes Bryant’s newest members into our scholarly community, sets the foundations for academic and personal success, and cultivates the qualities of character vital for leadership and for the health of a democratic society.” José-Marie Griffiths, then Vice President for Academic Affairs, said, “The aim is to produce graduates equipped not only with the professional skills to succeed in a global economy but also with the critical-thinking skills needed to succeed as citizens of the world.”

A unique part of the First-Year Gateway is integrating student life experiences with academics. In 2011, Student Life staff, collaborating with faculty, identified cocurricular programs aligned with Gateway outcomes and designed materials for faculty to incorporate in their courses. The goal is to help students connect what they learn in the classroom with what they do and think as members of the broader Bryant community.





In 2011, Bryant's radio station went multistate in a partnership with Boston's WGBH. Classical music is broadcast to Rhode Island, Connecticut, and southern Massachusetts.

CLUBS AND STUDENT-RUN ORGANIZATIONS

As Bryant has grown over the years, so has the number of its student groups and activities.

In 2018, Bryant had more than 100 clubs and student-run organizations, including the following:

MEDIA GROUPS:

The Archway student newspaper
HerCampus
Ledger yearbook
WJMF radio station

PERFORMING ARTS:

aDvANCED Evolution Dance Team
Bryant Singers
The Bottom Line a capella group
Bryant Jazz Ensemble
Chamber Ensemble
Bryant Improv Troupe
Bryant Players
Pep Band

Bryant's IDEA (Innovation Design Experience for All) is an immersive program in January, right before the start of the spring semester. IDEA is a unique forum for experiential learning – 72 intensive hours, where first-year students learn the process of design thinking and the dynamics of teamwork. Teams are charged with devising creative solutions to real-world challenges in everything from the arts to social services to business.

CULTURAL GROUPS:

Bryant University Spanish Cultural Organization
Global China Connection
Dragon Dance Team
Franco BU
International Student Organization
Italian American Association
Multicultural Student Union

ACADEMIC ASSOCIATIONS:

Accounting Association
Actuarial Association
Association of Latino Professionals for America
Bryant Debaters
Bryant Economic Student Association
Collegiate Entrepreneurs' Organization (CEO)
Communication Society
DECA
Enactus
Finance Association
International Business Association
Management Association
Marketing Association
Mock Trial
Model United Nations
National Association of Black Accountants
Pi Sigma Epsilon
Psychology Association
Supply Chain Leadership Association
Technology and Applied Analytics Club





President Machtley kept his promise to the Class of 2009: *He took the plunge. With a down economy, he gave students an extra incentive to contribute to the Senior Class Gift: he promised to jump in the campus pond if participation reached 50 percent. Students exceeded the goal; 51 percent participated. Before making the leap, Machtley quipped: "Next year I think the goal will have to go up to 75 percent." The Class of 2009 presented the University with a Senior Gift of the two bronze bulldog statues that greet visitors when they enter the stadium.*

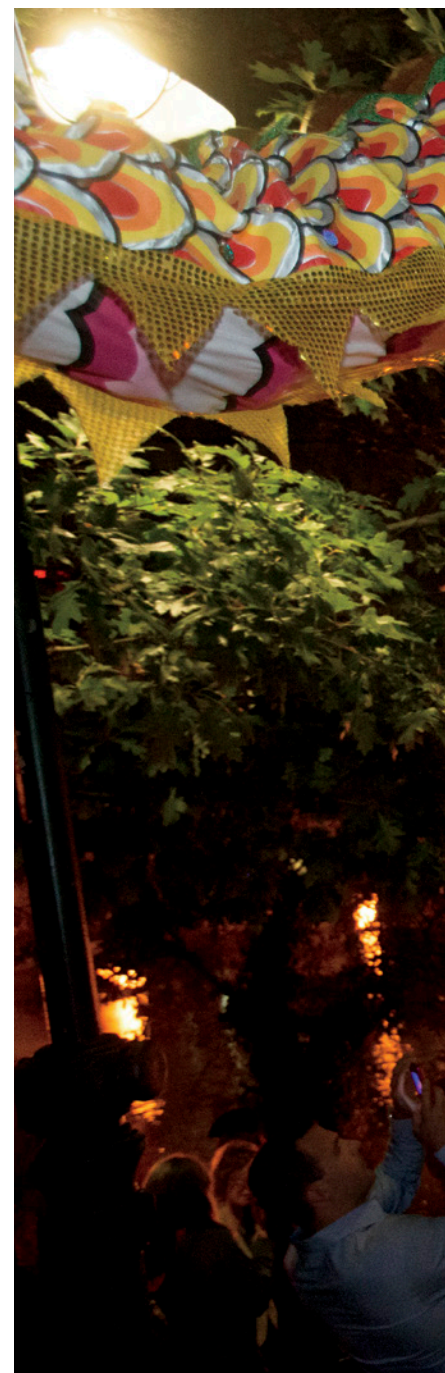
CLUBS AND OTHER ORGANIZATIONS:

Arts & Culture Club
Big Brothers and Big Sisters of Bryant
Bryant University Gamers
Bryant Marketing Association
Bryant Outdoor Adventure Club
Bryant Pride
Bryant Psychology Association
Bryant Veterans Professional Network
China-Bryant Connection (CBC)
Collegiate Entrepreneurs' Organization
Fashion Forum
HEAL health awareness
Legal Studies Society
Panhellenic Council
Student Alumni Association
Student Experiences Abroad Club (SEAC)
Student Programming Board
Student Senate
The Podium
TV/Media Production Club
Velocity Dance Team

The range of student interests is amazing – from psychology and accounting on the academic side to the Outdoor Adventure Club, where they organize a bike ride, hiking, or going away for the weekend for whitewater rafting. Whether it's figure skating or fishing, students enjoy the camaraderie of exploring new interests and discovering new talents.

Some clubs have a great many members, while others have the minimum required 10 people. John Denio, Associate Dean for Student Affairs Administration, said, "We tell students: if you have a passion or an interest and you have nine or 10 other people who have a similar one, you can come together and present that to the student government. Often you can get funding to endorse or support your activities and events."

"We have 3,300 undergrads, and 100-plus clubs and organizations. If you went to an institution twice our size, you'd probably find fewer student activities. For the size of our institution, we have more opportunities and options. And that's another Bryant trait – we maximize what we've got and provide as much opportunity as we can with our resources and our people."





The Preservation Jazz Band performed to a sellout crowd in Janikies Theatre. Acclaimed as “miraculous” by NPR and “the past and promise of American music” by Rolling Stone, the group carries on the great American art of New Orleans jazz. The concert was part of the President’s Cultural Series, which brings world-class performances to campus to enrich the entire Bryant community.

GREEK LIFE

Greek Life provides leadership, philanthropic, and service opportunities to students whose GPAs qualify. Bryant’s Greek organizations use a deferred recruitment system: first-year students must wait until their second semester to pledge or accept a bid from a fraternity or sorority.

Managing groups include: GAMMA (Greeks Advocating for Mature Management of Alcohol); Order of Omega – Greek national honor society; Interfraternity Council – governing body for fraternities; Panhellenic Council.

Sororities

Alpha Omicron Pi
Alpha Sigma Alpha
Delta Zeta
Sigma Sigma Sigma

Fraternities

Delta Chi
Delta Kappa Epsilon
Sigma Chi
Tau Kappa Epsilon

In 2010, Bryant’s Dragon Dance Team celebrated the Chinese New Year. At that time, the University boasted the only collegiate dragon dance team in the United States. To commemorate Chinese celebratory events, including the Chinese New Year on February 14, the team brought the body of a dragon alive through an elaborate dance routine.



CAMPUS SERVICES

Over the last 30 years, Bryant's dedication to being "student-centered" is reflected in the expansion of its many campus services and academic excellence programs. Those services and programs are designed to encourage the personal growth of each individual student and help ensure their well-being.

COUNSELING SERVICES

Students commonly experience serious challenges in their academic and personal lives. That's to be expected, since change and uncertainty often create stress. Some of the issues students struggle with are: adjustment, anxiety, depression, relationships, academics, loneliness, alcohol/substance use and misuse, identity, sexual assault, family matters, eating concerns, grief/loss, overcoming test anxiety, performance anxiety, roommate issues, sexuality, time management, self-esteem, and body image. Counseling services are free, and the professional staff follows strict codes of confidentiality.

injuries, women's and men's health care, laboratory services, immunizations, support services for students with physical disabilities, and referrals as appropriate.

PUBLIC SAFETY



Bryant's Department of Public Safety (DPS) is a branch of the Student Affairs division. Full-time, well-trained DPS staff members help enforce local, state, and federal laws, as well as campus rules and regulations. DPS is responsible for monitoring security activities 24 hours a day on University property. The officers patrol the campus on foot, bicycles, motor vehicles, and at fixed posts such as the Entry Control Station at the main

HEALTH SERVICES

Bryant University's Health Services staff strives to help students develop a healthy lifestyle that includes eating well, getting enough sleep, exercising, and reducing stress.

On-site medical care is provided by nurse practitioners and a physician. Visits are free to all full-time students. In case of an emergency, EMTs are available 24 hours a day, 7 days a week. Clinical components of the program include treatment of illnesses and



entrance to the campus. All reports of crimes, minor or major, are reported to DPS, which serves as the campus liaison to the Smithfield Police and Fire Departments and works closely with both.

DPS officers are the first responders to campus emergencies. A major component of this service includes Emergency Medical Technicians (EMTs) who respond to all medical emergencies on campus and are licensed by the State of Rhode Island. Officers also are responsible for parking enforcement, fire safety, and a variety of ancillary services including personal security escorts.

COMMUTER STUDENT SERVICES

The Commuter Connection helps oversee “a home away from home,” the Commuter Hub. The Commuter Connection also sponsors events to help commuters meet other students and more readily participate in campus activities. On the second floor of the Fisher Center, The Hub has comfortable couches, a flat-screen TV, refrigerator, microwave, study areas, and lockers.

ACADEMIC ADVISING

The Undergraduate Advising Office provides academic advising and services, as well as program and policy information, for all undergraduate students. Academic advising is a collaborative process between students and their advisors to meet essential learning outcomes, ensure student academic success, and plan for achieving personal, academic, and career goals.

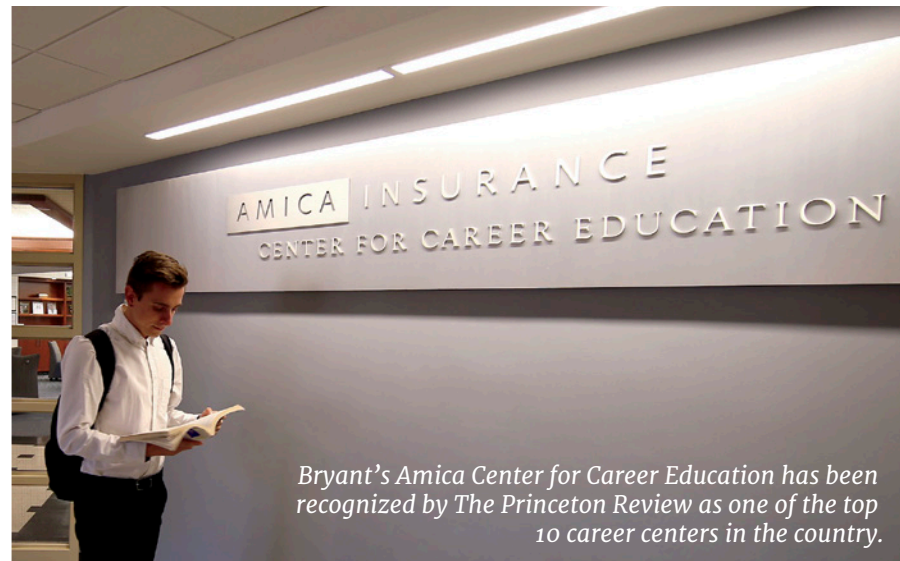
Professional academic advisors work with students to help them plan their educational careers, learn how to access campus resources, and “claim their education.” In addition, the Undergraduate Advising Office is a resource for advising students on course selection and degree completion; academic planning for curricular opportunities such as internships and studying abroad; providing students with information about

available resources and services on campus; defining academic goals; and monitoring academic progress. Bryant’s Academic Success Programs offer access to learning specialists who provide individualized assistance, group workshops, and learning disability and ADHD services.

For student-athletes, the Academic Center for Excellence (ACE), in partnership with the Department of Athletics, provides tailored assistance for the unique needs of student-athletes. Students in Division I athletic programs have challenging schedules and often require additional help finding a balance between the demands of athletics and academics. ACE provides these students support with general study skills, time management, and overall organization.



AMICA CENTER FOR CAREER EDUCATION



Bryant's Amica Center for Career Education has been recognized by The Princeton Review as one of the top 10 career centers in the country.

"Student Life" is far more enjoyable when students feel confident about their future. The Amica Center for Career Education helps students achieve that confidence by assisting them in choosing a major, discovering their career goals, finding an internship, shadowing alumni, preparing their search tools, learning about graduate school, and interviewing for employment opportunities.

These services help produce a great statistic: 99 percent of Bryant graduates are either employed or in graduate school within six months of graduation.

In 2018, a typical four-year plan for a student's career education included action items like these:

- Meet with a career coach to create a plan and set it in motion
- Take a career assessment to clarify interests, skills, and values for personal goals
- Enroll in career planning courses, such as "Exploring Major and Career Options" and "Search Strategies for Internships, Jobs and Graduate School"
- Participate in the Shadow Program, which matches students with alumni for a day on the job
- Write your resumé, create a LinkedIn profile, and learn about cover letters
- Attend career fairs, which attract more than 100 employers in a variety of areas
- Find an internship
- Practice interview skills in a mock interview
- Start connecting with alumni using the Bryant Alumni Career Link

In 2012, Bryant held its first Fall Career and Graduate School Fair. Kathy Clarkin, then Manager of Recruiting Programs and Employer Relations, said, “Employers increasingly want to interact with students and promote their opportunities early in the school year. A fall fair gives students early exposure to fall recruiting opportunities and competitive summer internship programs.”

In a 2016 posting, George Ossei '17 recounted some of his experience with Bryant Career Fairs: “If someone had told me that I would be interviewing for a corporate audit internship position with Fidelity two weeks later, or that I would go on to interview with employers from Liberty Mutual, Indeed, IGT, and Providential Partners, I would have laughed. If they had told me that I would meet the CEO of Amica Mutual Insurance, get to the final round of national advisory interviews at PwC’s New York office, or receive numerous offers from many well-respected employers, I would have laughed at them for thinking so highly of me. They would have had the last laugh. This year, it was not necessary for me to attend the fair because I have post graduate plans, but I wanted to attend anyway. As usual, the prestigious firms had swarmed the building: Fidelity, Big 4, Grant Thornton, Dell, Boston Scientific, L.L. Bean, Hasbro, and IGT to name a few. I went over to the PwC table first, and it was a great feeling to be able to engage with the reps there who I had met during the summer barbecue.”

In 2018, the leaders of Student Life included: John R. Saddlemire, D.Ed., Vice President and Dean of Students; Stephen M. Bannon, J.D., Director of the Office of Public Safety; John Denio, MS, Associate Dean, Student Affairs Administration; Jennifer Edwards, MS, CP, Director of Planning and Assessment; Kevin Gaw, Ph.D., Executive Director of the Amica Center for Career Education; Mailee Kue, Ph.D., Assistant Vice President of Student Engagement, and Executive Director of the PwC Center for Diversity and Inclusion; and Robert Sloss, MS, Associate Dean of Students.



PWC CENTER FOR DIVERSITY AND INCLUSION

In recent years, John Saddlemire, the Vice President for Student Affairs and Dean of Students, broadened the definition of diversity, expanding it beyond culture and ethnicity to include sexual orientation, geography, and socioeconomic status. To that end, Bryant created the PwC Center for Diversity and Inclusion, comprising several programs to foster a supportive community:

The Intercultural Center (ICC) is a hub for international and domestic multicultural students and organizations. The ICC produces culturally enriching programs and educational workshops that focus on culture, ethnicity, and social justice. The ICC also coordinates 4MILE (Multicultural and International Leadership Experience), a cultural and leadership program for first-year international and domestic multicultural students.

The Gertrude Meth Hochberg Women's Center provides a forum for all students to discuss issues facing women, and works toward full participation of women in the life of the University. The Center's programs have raised awareness about domestic violence, sexual assault, body positivity, empowerment, healthy relationships, and other gender issues.

Pride Center is a safe space for Bryant community members to explore lesbian, gay, bisexual, transgender, ally, and related issues. The Center also serves as a resource for information, hotlines, and organizations dedicated to LGBTQ causes.

Disability Services staff support and advocate for students who self-identify with disabilities, ensuring equal access to all University programs and services.

The Campus Ministry team helps nourish the spiritual development, religious identity, and faith practice of all Bryant community members. Campus chaplains

are available to participate in programs sponsored by faculty, Resident Assistants, and campus groups. The Machtley Interfaith Center is a place where all members of the Bryant community can explore their spirituality, practice their faith, and learn from one another. Throughout the academic year the Interfaith Center offers services and events representative of diverse faith traditions and religions. It is also a resource to students, faculty, and staff of all faiths interested in initiating programs and creating opportunities.



COMMUNITY SERVICE

There is a long tradition of Bryant students contributing their time and effort to help others.

“We’ve seen a groundswell of students creating their own community service events,” said Kati Machtley, the president’s wife and a strong advocate and mentor for Bryant students.

“The students organize Relay for Life to raise money for the American Cancer Society, and have also planned Up ‘til Dawn to raise funds for St. Jude’s Hospital,” she notes. “The whole student body gets behind Special Olympics, with students mobilizing all the volunteers and coordinating the events.”



“The increase in community service represents a significant shift over the years. Today’s students are very socially conscious. Our students have management skills and a knowledge of technology, so when they work with a nonprofit organization, such as through the Management 200 service learning class in sophomore year, they ask what they can do to help.”

“Our Management 200 students work with Make a Wish on an initiative called Project Playhouse, where children with serious illnesses are presented with custom-built playhouses. Bryant students enlist teams from area vocational technical schools to build the playhouses, and they help raise the funding and bring the project to fruition.”

“Bryant students often do fundraising for Big Brothers and Big Sisters,” says Mrs. Machtley, who is the advisor for the group. “Once each semester the Bryant Big Brothers and Big Sisters will invite the “Littles” and their “Bigs” to campus. Our students provide games and activities, such as a pizza lunch and dodgeball.”

“The fraternities and sororities also raise money for special programs. For instance, one year a mother of a student in a sorority was suffering from a rare disease, so the students in her sorority held a spaghetti dinner to raise funds to help with her medical expenses. When our students hear about people with needs, they are motivated to help”

“The YWCA needed a way to introduce technology to and STEAM to underprivileged girls in middle school,



so we created a workshop a few years ago called the Fantastic Girltastic Code Company. It's held at Bryant, and we teach coding to the girls to develop their interest in technology."

"When Ron and I first came to Bryant," Mrs. Machtley says, "mandatory community service became part of the orientation for new students. We did that for about five years, and then there were other important things- like addressing safety, alcohol, and health- that the orientation program needed to address."

"The curriculum also started to evolve, including the Management 200 course and interest in social entrepreneurship."


Bryant's community service efforts include: Big Brothers and Big Sisters of Bryant; Bryant Habitat Club; Circle Club; Colleges Against Cancer; Community Activism and Leadership (CALO); Enactus; Giving for Good Marketplace; ONE Campaign; Love Your Melon; Raise Your Voice Week; Relay for Life; St. Jude's Up 'til Dawn; Volunteer Income Tax Assistance (VITA) Program; and Alternative Spring Break (organized by Campus Ministry and the Center for Student Involvement).





COMMUNITY





To appreciate Bryant's spirit of community, this chapter focuses on the university's purposes, people, programs, and events.

PEOPLE

Who are the members of the Bryant community, and what inspires them?

*Trustees
Students
Faculty
Administrators
Staff
Parents
Alumni*

PURPOSES

What galvanizing ideas and ideals give Bryant its sense of community?

*A student-centered community
An academic community in the real world
A community of mentors
A historic and proud community
A multicultural and global community
A mission-driven community*

PROGRAMS & EVENTS

What are some of the catalytic programs and events that promote a spirit of community?

*Community service
Trustee Speaker Series
Intercultural Center
Interfaith Prayer Breakfast
Reunion @ Homecoming
Commencement*

PEOPLE

The meaning, integrity, and success of any great institution comes from its people. All of them.

TRUSTEES

Bryant evolved from being a state-anchored institution to becoming regional, then national and international. That progress could not have happened without visionary leadership and support from Bryant's board of trustees.

Through the years, trustees have shown great heart, wisdom, and optimism in guiding the school. More than 75 percent of current trustees are proud Bryant alumni, and all trustees have been impressively successful in their careers and civic service. Their experience in solving problems has certainly been applied to making Bryant fiscally strong and operationally efficient.

President Ronald K. Machtley said the trustees who served during this period were "brilliant and selfless." Former Bryant president William Trueheart fondly recalled the Chairman of the Board during his administration, Hon. Bruce M. Selya, as a courageous leader.



HON. BRUCE M. SELYA '96H



"Machtley noted that Bryant's trustees serve without compensation, "every one of them generous in giving their time and expertise for the betterment of the institution – and many serving over nine years."

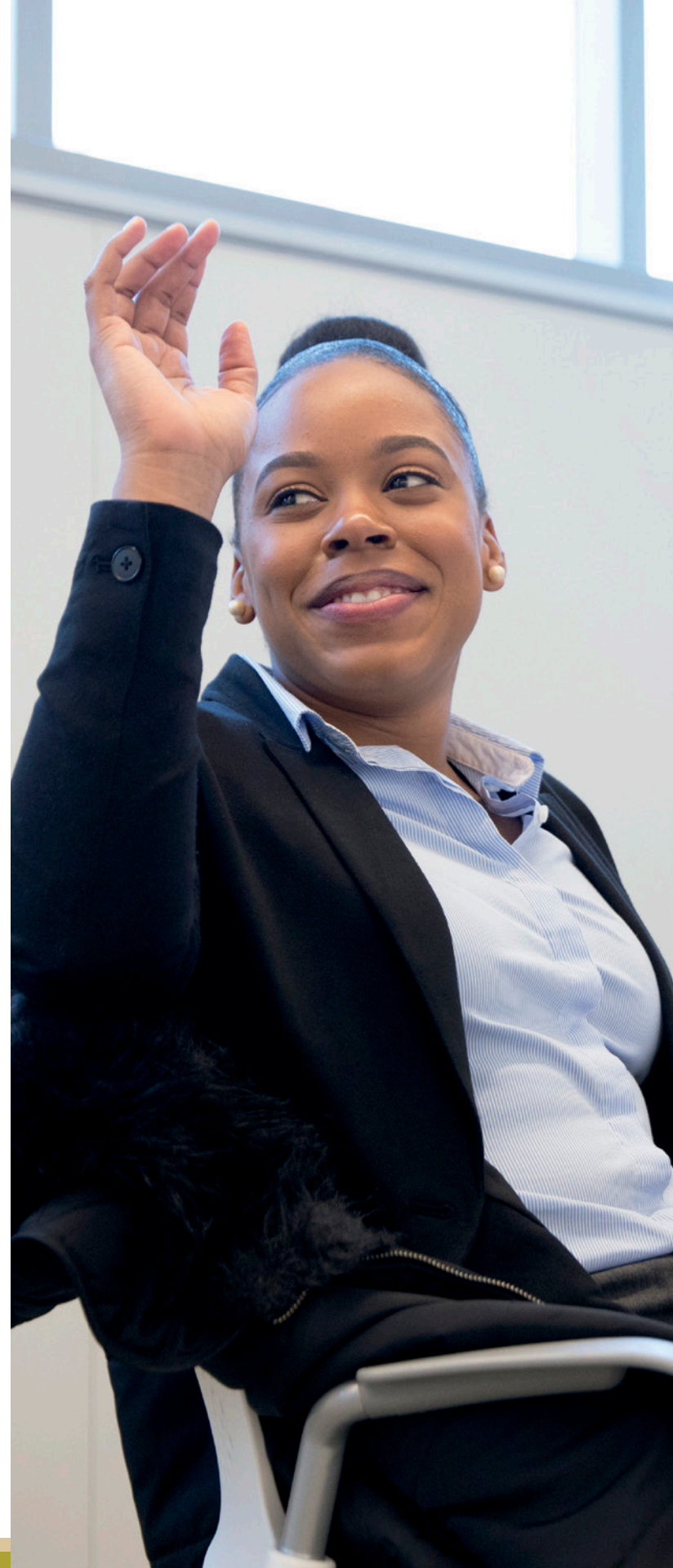
“...I am grateful that during my tenure at Bryant I’ve been mentored by exceptional chairmen of our Board of Trustees: Jack Wolfe ’99H; Jack Callahan ’56, ’05H; Tom Taylor ’63, ’98H; Mike Fisher ’67, ’15H; Bill Conaty ’67 and many others on the Board.”



STUDENTS

“The focus here is always the students, there’s no doubt about that,” said Professor Mary Lyons, who teaches communications. “I don’t like the analogy that students are the consumers. No, they are learners at an academic institution. So when I’m on the curriculum committee and I’m with my colleagues looking at a new syllabus, we always focus on: what does it do for the students? We’ve moved away from an orientation of the teachers’ objectives – ‘the course is a study of such and such’ – with abstract terms, or using general language like ‘students will appreciate or be exposed to’. We have changed it to student learning objectives. ‘By the end of this course, you will be able to X, Y, Z.’ And all of those things are measurable. So we’re not making amorphous claims; we try to make the course descriptions student-centered that way.

“The biggest word for me regarding students is: respect. I respect their gifts, but also their limitations. They all come here willingly and sit down in one of these chairs, and I respect that. I’m still a teacher at heart; I’m not an instructor and I don’t profess. There’s no catering or coddling. This is something we have to do together.”





FACULTY

Bryant takes great pride in the quality of its dedicated faculty and its student/faculty relationships and mentorship. Teaching extends beyond the classroom. Faculty members make themselves available for academic counseling, and there are many opportunities for students to discuss personal and career concerns. “Part of our sense of community is that the faculty are so accessible, with generous office hours,” said Robin Warde, Bryant’s director of Alumni and Parent Engagement. “The professors are actually the teachers, rather than Teaching Assistants (TAs), so they’re around more. And our graduates say that they still stay in contact with some of their professors.”

Bryant professors love their work – and the freedom that goes with it. In 2001, Science and Technology Professor Gaytha Langlois said, “We have freedom of expression, freedom in research, and freedom in course structure. We can try more interactive teaching methods, which help us remain more attuned to students.”

Economics Professor William B. Sweeney, Ph.D., retired from Bryant in 2007 after 42 years of teaching, mentoring, and inspiring students. In 2001, he too praised the spirit of collegiality in Bryant's faculty. "What's unique here is the mutual respect and interaction among disciplines. There isn't any infighting – instead, there's lots of sharing and communication. That camaraderie is important for students. The faculty spirit and esprit de corps enhance the quality of their overall experience."

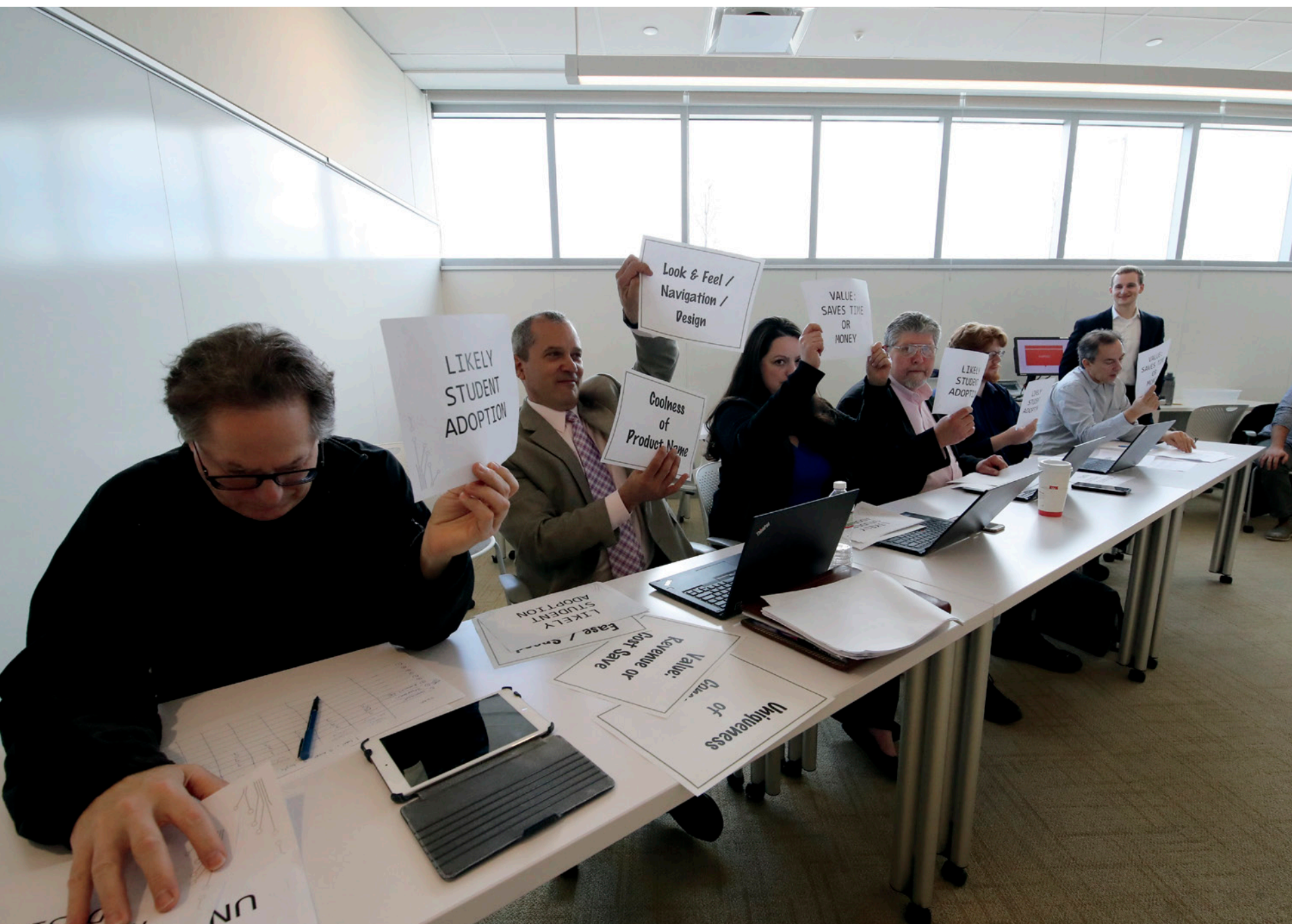
In 2018, John Dietrich, Professor and Chair of the History and Social Science department, said, "Sometimes there are changes that might not be appreciated from the outside, things that cannot develop if you can't both recruit and hold good faculty. Our retention rates on faculty are absolutely off the charts. That shows we made the right choices on who to hire. It shows that when they were here, they were happy, and it means a new generation can move into different leadership roles or move into different things. In most cases, historical transformations require a mix of stability – because you can't change everything at once – and enough new blood to push it to the next level. Perhaps it was luck, or just very good hiring, but we've been able to do that."

ADMINISTRATORS

"When we talk with alumni and admitted students about Bryant's sense of community, we often say there's a family feeling," said Robin Warde, Director of Alumni and Parent Engagement. "Much of that is Ron and Kati Machtley being here on campus, and the provost is on campus, the head of Student Life, and the vice president of Student Life. I'm fortunate to live within a mile. Our Athletic Director lives near campus. So there's a good, caring presence all the time."

2006 was the 10-year anniversary of President Ron Machtley's presidency. Asked what gave him the greatest pride, looking back on his time at Bryant, he replied: "Without a doubt, the people. We have been terrifically fortunate in attracting and retaining administrators and faculty who not only buy into the





vision of what Bryant is and can be – they expand on it! They build the programs and bring the initiatives to life that make Bryant such a positive choice for today’s students. Our success has not been easy, nor has it been accidental. We have remained focused from the beginning on providing our students with an experience that gives them the intellectual tools they need to succeed and challenges them to expand their horizons so they become lifelong learners, global citizens, and leaders in the business world and their communities.”

Living on campus, with student activities going on all the time, President Machtley works many 12 to 18-hour days with his wife, Kati Machtley. She’s been a working partner from the beginning – a leader in creating events, a mentor to countless students, and a First Lady in hosting alumni, parents, and visiting dignitaries. Kati recalls that the Machtley years began on a dark and stormy night: “Hurricane Eduardo hit the East Coast the day we moved into our residence here on campus, and we spent our first night at Bryant in sleeping bags in the gym with all the freshmen.”

In the first 10 years of President Machtley’s administration, Bryant experienced remarkable enrollment growth – from 2,200 undergraduates in 1996 to 3,200 undergraduates in 2006. Rather than having tried to boost those numbers through more aggressive promotion of its traditional product, Bryant administrators expanded its market by enhancing its product – more majors in more disciplines, an expanded roster of athletic teams, and a transformed physical campus. The academic quality and diversity of Bryant’s student body have continued to improve ever since.

Lorna J. Hunter, Vice President for Enrollment Management from 2001 to 2012, explained, “The first thing we had to do was go out and re-educate our bread-and-butter population – people in Massachusetts, Connecticut, and Rhode Island, who felt they knew Bryant well. I felt that anybody who hadn’t been on campus recently didn’t know Bryant at all.”

Numerous administrators have helped foster Bryant’s strong sense of community. For example, J. Thomas Eakin served as Vice President for Student Affairs from

1997 to 2013 and was a dynamic, creative force on campus. President Machtley praised him as “a stalwart leader of Bryant’s exceptional student life. Partnering with colleagues in academic affairs and other departments, he successfully oversaw the evolution of unique programs that integrate student life with academic initiatives — forging the distinctive Bryant Experience that sets us apart from our peers. Tom and his wife, Marj, created a wonderful legacy in our community, and we will always remain grateful for their leadership and friendship.”





STAFF

Bryant's staff is genuinely popular with students, parents, faculty and alumni — admired for their dedication and kindness.

They are also very loyal. A large percent of the staff have worked at Bryant for more than 20 years.

Their dedication is evident in many ways, but there's one thing they have in common: Whether in career counseling, maintenance, or public safety, they go out of their way to help students.

Mary Lyons, long-time Professor of Communication and Literary Studies, describes Bryant as "a very egalitarian learning community. Everyone has something to contribute. The faculty are the tip of the sword, but we couldn't do our work without administrators. We couldn't do our work without virtually everyone; certainly not without Student Affairs. And when you get into all the support people, including landscapers, maintenance workers, it's like the three sides of the elephant. Some may think they own the whole elephant, but everyone has their own claims to the elephant; they see it their way. And it's really important that we all get to understand each other.

"At service awards dinners each year, when you reach a milestone divisible by 5 you get an award. And President Machtley, for each of his five-year milestones, has gotten exactly the same award as somebody who might be a landscaper, or a painter, or a faculty member. After 20 years, I got a chair — a big, heavy Windsor chair that is really well-made. I got another chair at 40 years, and when I went down to the loading dock to get it, the fellow in shipping said, 'You got a chair the last time, from 20 years ago.' He was here then too! I said, 'yeah, it takes a long time to get a set around here.' We laughed. There's a million stories like that at Bryant. There's a real sense of community because everyone feels that they're contributing."

The safety and security ensured by staff is part of Bryant's sense of community. "Parents love the fact that there's one entrance and one exit, and this is a safe campus," said Robin Warde, Director of Alumni and Parent Engagement. "It reinforces the feeling of family and community — that a student is a name, not a number."



"Their dedication is evident in many ways, but there's one thing they have in common: Whether in career counseling, maintenance, or public safety, they go out of their way to help students."



PARENTS

Parents and Family weekend has always been a great time for parents, friends, and family to return to the Bryant campus to spend time with their students. The Student Senate always organized special entertainment for parents and students. But, prior to 2002, this weekend was not well attended by parents, and only about 50 families would attend.

“In 2002, a year after 9/11 there seemed to be a change in the attitude of Bryant families. Parents and family weekend completely sold out that year, and many people arrived on campus expecting to attend all the planned events.

“In the past, the Saturday evening after the football game there was a buffet dinner scheduled in the gym, which would have normally held all the families and friends who would have attended. But 2002 was different. The number of people in line waiting to get into the dinner went the entire length of the gym and spilled out to the sidewalk. We hastily set up another buffet dinner in the brand-new George E. Bello Center to handle the overflow.



“From that year on, parents have been much more involved in the Parents and Family weekends. During that weekend family members have an opportunity to attend the Dean’s List Reception with their student on Saturday morning. This is followed by a performance by the Bryant Singers or the Bottom Line, our a capella group, in Janikies Auditorium. Then President Machtley delivers his “State of the University” message to parents and students.

“For lunch that day we have a big tent with a pre-game barbecue for the students and their families. They can attend the football game after the barbecue or just enjoy time together throughout the afternoon. The fall play put on by the Bryant Players is also a relaxing way to spend the evening. Parents, friends, and family members want to be here with their children, and they feel very welcome.”









“Bryant also now has a Parents’ Council where parents meet with Bryant staff in order to discuss ways that parents can work with the university to enhance Bryant students overall educational experiences.”

Move-In Day can be an emotional time for parents and students. Many are surprised when they see President Machtley and Director of the Women’s Summit Kati Machtley drive up in a golf cart to greet them to help with moving. Kati explains, “Ron drives the golf cart with Tupper (the campus bulldog mascot) sitting between us. We have the open back on the cart so we can help parents transport their student’s cargo. Students and parents load their items into the golf cart, and then we drive it up to the dorm. Student athletes and orientation leaders then help to move the new freshmen into their dorms. Both parents and students are happy to receive a warm welcome, and to get help with transporting their carefully packed college gear into their new dorm room. The entire move in process is very well coordinated.”

Asked if the families are surprised to see them, Katie replied, “Yes. They say, “What are you doing here? Since Tupper is in the golf cart with us, families love to see him and enjoy having a photo taken with all of us. Both students and parents smile at the sight of Tupper. They appreciate the help moving in, and begin to relax when they see that we are all here to make Move In Day an enjoyable experience.”

ALUMNI

“Alumni are an institution’s pride, its proof of quality, its pledge to the future,” wrote President Machtley in 2003, “as well as the vital ingredient in a whole host of activities. Alumni help Bryant in its student recruitment efforts, graduate job placement and career counseling, and in annual giving and campaign support. So what do we provide for alumni in return? Many things. We believe that your alma mater should continue to provide value to you throughout your life, through lifelong learning opportunities, social and cultural enrichment programs, and a growing pride in association.”



In 2006, Machtley wrote, “All our graduates carry Bryant with them when they head into the world, and we want them to always be a part of bringing the world back to Bryant.”

In 2012, *Bryant magazine* explained that alumni engagement was an essential cycle: “As successful Bryant alumni engage with today’s students, those students acquire skills and contacts that promote early career success. As graduates intentionally tap into Bryant’s powerful alumni network, they increase their chances of personal fulfillment and professional advancement. As the success of Bryant alumni elevates the University’s reputation, both the intrinsic and market value of a Bryant degree grows, which attracts top students who will engage with committed alumni. And so the cycle repeats and expands.”

“There has always been an Alumni office,” explains Robin Warde, director of Alumni and Parent Engagement. “Very dedicated staff, including Paula Iacono ’69 and Judy Mastronardi Dumas, preceded me and ran events and reunions. But the past 15 years have seen accelerated change. Our alumni are not just in New England – they are all around the globe. We stay connected via all means – social media, our website, and email. We know not everyone can come to an event, so we offer a webinar series and an online book club to expand outreach. Alumni participate from Saudi Arabia, India, and China, and our monthly newsletter has worldwide distribution.”

“We’ve shifted our focus from mostly social programming to a more professional hands on approach to continue building our alumni network. Our goal is connecting alumni with students and to other alumni,” notes Warde. Last year, over 3,500 alumni were involved in leadership activities or directly helping students – serving in an advisory capacity, judging a competition on campus, or sharing expertise as a mentor. “New technology is helping. Linked In has been a game changer.”





“When people interact with the Alumni Engagement staff, they can tell that we have a passion for what we do. We love to hear from our alumni and their stories have a common thread. The friendships and experiences at Bryant shaped their careers and they want to give back. Our purpose is to provide a platform to share their stories and to make sure that the worldwide network of Bryant alumni continues to be a resource for the University.”

Increasing alumni involvement was an imperative in the 2011 strategic plan, Vision 2020: Expanding the World of Opportunity. Alumni may consider their participation in an emotional way, a matter of nostalgia, but there’s a practical reason, too: alumni participation is a factor in the rankings compiled by publications like *U.S. News & World Report* that prospective students and parents use in considering a university. The purpose of increasing alumni engagement is not just to get them to contribute financially, although Warde acknowledged that is important. “Because tuition doesn’t pay for the full cost of education, for Bryant to really do new and innovative things – build new buildings, engage in new academic activities – you need seed money, and that seed money can’t come from current students. It has to come from alumni.” The purpose is also to recruit alumni for leadership roles in the University, which includes capital campaigns and efforts to promote the Bryant brand.



Jennifer S. Parkhurst '97, '06 MBA was President of Bryant’s National Alumni Council and Alumni Association when she said in 2011: “We definitely have much more proactive approaches to try to engage alumni, to try to get them to stay involved or to reconnect. What alumni leaders do differently now is interact with students through a variety of student programming events, such as athletic games, guest lecture series, and student/alumni networking. The Alumni Association begins early to highlight the value of staying connected, the vast network available to them, and how they can impact the University in many ways.”





Tupper is a member of the community, too!

On May 22, 2010, President and Mrs. Machtley presented the Bryant community with its first live mascot, Iron-clad Tupper I, who was affectionately known as Tupper. He was named Tupper in recognition of Tupperware Corporation President Earl Tupper who, in 1967, dedicated the land for Bryant's contemporary campus. Tupper I passed on in December 2018, but soon the Machtleys adopted Tupper II in Maryland and introduced him to the community in a ceremony befitting royalty.

Tupper II is much loved by the students, and Tupper loves them too!





PURPOSES

There are many purposes, principles, and ideals that unify and energize the Bryant community...

People at Bryant often speak of the university community as “a family.” How do they mean that? The feeling seems to be that it’s a community where people work together like a family – with different skills, views, and designated tasks, but with a common purpose of helping students learn and live in a relatively idyllic setting.

A COMMUNITY OF LEARNING

“Students who come to Bryant are looking for a broad-based, engaging kind of experience – where they have a chance to learn in a classroom with inspiring, expert faculty and apply that knowledge in our community of learning – which is the campus, the community, and the world.” J. Thomas Eakin, Ed.D., former Vice President for Student Affairs and Dean of Students.

A STUDENT-CENTERED COMMUNITY

Bryant is a close-knit community partly because there’s a common purpose: to help each individual student learn and excel. The student to faculty ratio is 13 to 1, and all classes are taught by faculty.

In 2018, Bryant students came from 36 states across the U.S. and represented 54 countries, yet the campus seems like “a friendly small town” because students have positive traits in common – kindness, curiosity, respect, and ambition.







AN ACADEMIC COMMUNITY IN THE REAL WORLD

The Bryant community has always been an integral part of “the real world” of work and service. “Real world ready” is a fairly recent catchphrase, but Bryant students have long been appreciated by employers as exceptionally hard-working, goal-oriented, and high-achieving.

The nationally recognized Amica Center for Career Education helps connect students, alumni mentors, and potential employers. The dedicated staff helps students create their own paths to success by providing comprehensive career planning, academic internships, corporate recruiting, workshops, networking nights, career fairs and other events. Its cutting-edge resources include podcasts, tutorials, career mapping tools, updated employment data, and interview practice.

Dr. Kevin Gaw, the enthusiastic Executive Director of the Amica Center for Career Education, is a strong advocate for students and makes himself available to them for help on career projects. Yvonne Combies runs the day-to-day operations of the center, assists with workshops, programs, and career fairs, and supervises work-study students. And before them, Judy Clare led the important Amica Center for 20 years.

Some 400 hundred organizations, representing a broad spectrum of industries, take part in Bryant’s recruiting and internship programs annually and consistently rate them as superior.

A COMMUNITY OF MENTORS

Mentorship is a very traditional practice in the Bryant culture. Teachers and administrators mentor students. Older students mentor younger students in various classes and programs. And generations of alumni mentor young graduates, even decades after the graduates have taken off their caps and gowns. Such mentorship has enriched the careers and lives of countless alumni.

Networking has become an increasingly influential part of the Bryant culture. Bryant teaches and fosters the art of networking. Eileen Hayes ’07 served as Chair of the Regional Alumni Council both in New York and Massachusetts, and said in a 2011 interview, “My goal is to foster alumni connections. There’s no better way to increase the value of our degrees than by giving back to the Bryant network. It’s the foundation of our education, so it’s important to stick with it.”









AN HISTORIC AND PROUD COMMUNITY

Bryant celebrated its 150th anniversary on February 1, 2013. The entire campus community gathered to launch a one-year celebration of Bryant's sesquicentennial.

In remarks at the event, President Machtley said, "Today Bryant is the proudest university in America, and I hope you share with me the enormous sense of pride for 150 years of innovation and transformation that brings us here today. Our powerful network of more than 40,000 accomplished alumni, and the meaningful contributions they make to organizations, is just one indication of our success. Our faculty have been at the forefront of an evolving curriculum that is nationally recognized and whose programs are ranked among the best in the nation."



A COLLABORATIVE COMMUNITY

Bryant's many departments cooperate on a daily basis, and, as the University has grown and launched many new programs, that collaboration has been crucial. Cooperation between Student Affairs and academics, and cooperation between Career Services and Alumni and Parent Engagement are two examples of the relationships that have proven vital for ensuring the academic, social, and career success of Bryant students.



“Tradition is part of Bryant’s sense of community, and one of those traditions is students not walking through the wrought-iron Archway gate until they graduate. The legend is that if students go through before graduation, they won’t graduate from Bryant! John “Jake” Meehan ’13 noted, “Every student’s proudest moment is walking through the Archway to the Commencement ceremony.”

AN INCLUSIVE COMMUNITY

In 2003, President Machtley wrote about diversity in *Bryant Business*: “For many reasons, Bryant College was, for a very long time, not considered a particularly ‘diverse’ campus. We primarily attracted white, middle-class men and women who were looking for a rigorous academic program that would enable them to excel in their professional careers. While we are still committed to providing an outstanding education that helps our graduates to succeed in life and business, the demographics of our campus have shifted to better reflect the world in which we live. At Bryant, we are diligently working to create an environment that embraces diversity. We strive to recruit and retain students, faculty, and staff whose life experiences and cultural perspectives can and do immeasurably enrich our campus life. It is not enough to merely recruit good students; it is necessary to create an environment where diversity is welcomed and where each member of our community feels comfortable. This takes strategy, planning, and resources as well as programs and staff. In this way, we will build a community that is reflective of the outside world. We will become an institution that graduates students who can excel in a diverse and global environment because they have learned to work successfully in such a community while at Bryant.”

Bryant leaders recruited and attracted a more diverse faculty and student body, with greater numbers of women, minorities, and international students – a mix

that more fairly reflected the nation’s population. In 1980, only 2 percent of Bryant’s students were persons of color; by 2003 that figure had increased six-fold to 12 percent, moving toward the national average. Some of the early steps Bryant took to achieve this strategic goal included reinvigoration of the Multicultural Student Union and the International Student Organization, celebrations of ethnic heritage months and International Education Week, and efforts boosting the Diversity Council of Champions.

A MULTICULTURAL AND GLOBAL COMMUNITY

Members of the Bryant community enjoy the University’s bucolic setting in Smithfield, “but we’re not an isolated village,” said Professor of Management Harsh Luthar in 2004. “If it’s happening in the world, it’s happening here.”

In the years that followed, Bryant developed an increasingly global and multicultural outlook, with a broader sense of community. After becoming a University in 2004, Bryant was more successful in attracting international students. About 11 percent of Bryant’s students on the Smithfield campus are international. Counting students at Bryant Zhuhai, it’s close to 20 percent.



First-year students perform in Elevator Pitch competitions – Bryant students learn to be entrepreneurial and to be leaders. Both skill sets require an ability to compete individually and to cooperate as members of teams.

A CARING COMMUNITY

The terrorist attacks on September 11, 2001 took a heavy toll on the Bryant community. Four alumni lost their lives, as did the daughter of two other graduates. The father of Jason Coffey '98 died with his son in the World Trade Center. William Lum Jr. '78 also died in the World Trade Center. Lynn Goodchild '98 and Shawn Nassaney '98 died on Flight 175.

On the day of the attacks, a noon mass was held in the Bryant Center Chapel. Two ecumenical prayer services were held that evening.

The day after the tragedy, President Machtley sent a campus email that began with this passage:

“As we begin this day on the morning after the terrorists attack on our country, we need to reflect upon, pray about, and discuss these events. We ought to reflect upon the grief of the families that have been touched personally by these despicable acts. We also need to reflect on the heroism of the many police, fire fighters, and others who saw their duty and did it, even at the risk of loss of life. Finally, we should reflect on how fragile life can be and re-examine our aspirations and goals, and consider the importance of living lives that reflect essential spiritual values.”





A PHILANTHROPIC COMMUNITY

In the capital campaigns during the Machtley years, the Bryant community came through with surprising generosity. Each campaign exceeded its financial goals, making possible major improvements and new programs.

In 2012, the year before Bryant celebrated its 150th anniversary, President Machtley noted in *Bryant* magazine the great support given the University's ambitious strategic plan, Vision 2020. He wrote, "This year, nearly 7,000 alumni, friends, parents, faculty, staff, and students participated in the life of Bryant through their philanthropy. The impact on our students is profound, particularly in this era when educational costs and family capacity collide. Giving back to Bryant through philanthropy transforms our campus and enriches lives, one student at a time, from the students supported through annual and endowed scholarships, to our faculty and curriculum enhancements, to our innovative technology and stunning facilities."

A MISSION-DRIVEN COMMUNITY

Bryant's mission was clearly defined during this 30-year period: "To educate and inspire students to discover their passion and become innovative leaders with character around the world."

Former Bryant President Bill Trueheart explains, "There are academic institutions that became weak because they didn't stay mission-focused. Bryant has remained mission-focused throughout its history. While it may seem that liberal arts changed the mission, it really didn't – it complemented the business focus, making our graduates better, stronger leaders. Bryant is still on mission."

In 2005, Bryant President Ron Machtley wrote in *Bryant Business* magazine: "If there's one overriding lesson I've absorbed, it's that a higher education institution can't be static; just as the world is changing, we must embrace change. We wouldn't have developed our acclaimed international program, achieved university status, expanded our athletic programs, renewed our AACSB accreditation, enhanced our national and international reputation, or attracted the quality of people that you find here today if we'd been satisfied with being 'good enough.' It is our mission, it is our destiny, to be great."





CAMPUS & FACILITIES

- 153 THE GATEWAY ENTRANCE
- 156 CALLAHAN HOUSE
- 158 CONATY PARK
- 160 EARLY ATHLETIC FIELDS
- 162 JOHN H. CHAFEE CENTER FOR INTERNATIONAL BUSINESS
- 164 HASSENFELD COMMON
- 166 GEORGE E. BELLO CENTER FOR INFORMATION AND TECHNOLOGY
- 172 ELIZABETH AND MALCOLM CHACE WELLNESS AND ATHLETIC CENTER
- 176 THE KOFFLER CENTER AND COMMUNICATIONS COMPLEX
- 178 STUDENT HOUSING
- 182 RONALD K. & KATI C. MACHTELY INTERFAITH CENTER
- 188 MICHAEL E. '67 AND KAREN L. FISHER STUDENT CENTER
- 190 CONATY INDOOR ATHLETIC CENTER
- 192 ROTUNDA DOME
- 196 BULLDOG STRENGTH & CONDITIONING CENTER
- 198 PHYSICIAN ASSISTANT LEARNING CENTER
- 200 QUINLAN/BROWN ACADEMIC INNOVATION CENTER
- 206 BEIRNE STADIUM

THE FOUR ELEMENTS OF TRANSFORMATION

Bryant's physical transformation is not just a single story — it is many stories. Each building has its own origin story, and each building has changed lives in ways that create many more stories.

This chapter explains how Bryant's Smithfield, RI, campus and facilities evolved in the last 30 years.

You will see in the pictures how incredible that transformation has been. And you won't just note impressive, new buildings and scenic grounds. You will appreciate the work that went into creating a campus that inspires those who live and work there.

There are four elements in successful building: vision, planning, capital, execution.

Here's a preview of how Bryant's leadership made the most of those elements in conceiving, designing, funding, and constructing the campus facilities and landscape.

VISION

In the early part of this 30-year history, only new student housing was built on campus. Bryant then experienced a decline in student enrollment. Five dorms were empty. The decline was part of a national trend, but that didn't make it any less discouraging. Like most colleges, Bryant had to consolidate its resources, rather than expand. There was little enthusiasm, and no real confidence in the future.

A new Bryant president arrived in 1996, Ron Machtley, a former congressman and graduate of the U.S. Naval Academy. He had ambition, energy, and determination.





Machtley was the catalyst for transforming Bryant. Under his leadership, the college developed a vision for growth; plans for design; capital campaigns to finance expansion; and a commitment to executing Bryant's new strategies.

Back then, the campus was largely the Unistructure, and the road onto the campus went right to its front. "It looked like you were driving to an insurance company building," recalls Machtley. "There were no trees. And a swimming pool inside the Unistructure made the whole building smell like chlorine.



"I read a lot about the purpose of a college campus, and reflected on my time at the Naval Academy. I read about the great institutions of our country, and what Thomas Jefferson considered when he was designing the University of Virginia.

"Brian Britton, who has been our head of Building and Grounds for 40 years, gave me a book, *The Campus as a Work of Art*. It helped us figure out how to develop a campus in a way that was thoughtful and coherent – where the form of buildings would match the mission of what one intended to do.

"We spent a lot of time contemplating: what are we doing here? What is our mission? We brainstormed about moving the cars out and creating an open space for students to relax and socialize. We wanted certain new buildings constructed around this open space, reflecting the mission of educating the whole person."

Through the years, President Machtley and his leadership team developed three strategic plans that propelled Bryant to greatly expand its facilities and improve the landscaping of the campus.

PLANNING

“We had a Boston architect, Mr. Stubbins, help us produce a master plan,” Machtley recalled. “He was terrific. In 1997 he designed a campus plan as to how we should build — if we were going to build anything. We decided that the first building should be a library. When you look at great campuses, the library is usually more visible than classroom buildings. Yet our library was hidden in the Unistructure. You could hardly find it. We wanted to have it prominently seen so when people visited, they’d say, ah, this is an institution of higher learning.”

“We also wanted our people to be physically fit, to not make the mistake of thinking that fitness was unimportant at a business school. The reality is, when you go out into business, they want you to be physically fit. We didn’t want to impose a standard of being skinny, but we wanted to encourage taking care of yourself. So we wanted to build a facility for exercise and athletics.”

“Ultimately we also wanted to build a chapel. So that would then give us the three buildings we needed for educating the whole person — mind, body, spirit. That was our vision.”

Britton recalls that the new plan had a basic organizing principle for the campus layout — an area for residence halls, another for academic buildings, and another direction for athletics.

Change didn’t just involve buildings and grounds. Change was required in roads, walkways, and parking lots too.

“The entry road went up just to the left of the pond,” Machtley explained, “right up to the front of the Unistructure, in a circle. And everything to the north of the circle was cement parking lot. Later, in 2006, with a



plan developed by a great design firm, Sasaki Associates, we spent \$5 million to blow out the space, make it grass, and move the parking much farther out. But wow, it was a shock. It took over five minutes to walk from the farthest parking lot to the Unistructure. There was plenty of free parking, but it was a hike. We explained to everyone: we’ve got to walk; that’s the deal. And everybody went along with it.”

With an exciting vision, and a master plan for design, building new facilities seemed like an increasingly realistic goal. But there was another essential element in this success story.

“...every building on the campus has been built with the same Belden brick. It’s a brick made by a factory in Canton, Ohio. It’s very durable, so even the original dorms haven’t had to be repointed.”

CAPITAL

Soon after his arrival, President Machtley fulfilled the Board of Trustees’s request for a strategic vision. He developed the *New Century Plan for Excellence*. Bryant’s leaders understood that the college could not afford to accept the status quo of stagnation, but all agreed that its heritage should not be discarded either.

“As I looked at the history of Bryant since 1863,” said Machtley, “what we’ve done really well is enable our students to go out and be successful. And it became clearer and clearer to me that if our students became great, then Bryant would become great. And so it became our mission in 1996 to be a student-centered college, focused on excellence, to ensure that every student would achieve his or her personal best in life and in business.”

Funded in part by the college’s first comprehensive capital campaign, the *New Century Plan* called for new academic and athletic facilities, cutting-edge technology, and more scholarships.

With a new executive team, Machtley carried out the five-year plan two years ahead of schedule.

That made possible the first cycle of construction in the new era.

A few years later, in 2000, it was time for even bolder ideas for growth. The *Vision 2010 plan* was adopted. It had five strategic pillars, and one was to build new facilities. Bryant announced a \$50 million expansion plan to create both exceptional buildings and beautiful green space.

Transformation of the campus was well under way.

In 2014, the Board of Trustees approved the launch of a historic \$75 million capital campaign, “Expanding the World of Opportunity: The Campaign for Bryant’s Bold Future.” One of the key goals was to build “facilities to inspire excellence ...creating a campus for success.”

Machtley and university officers toured the nation to help raise funds from alumni. David Wegrzyn ’86, Vice President for University Advancement, explained: “In higher education, universities take quantum leaps at critical times, and Bryant is poised for another right now.” This capital campaign has also been extraordinarily successful. And we wouldn’t see an amazing building like the Academic Innovation Center without that success.

“President Machtley credited the success of this capital campaign to “a team of trustees, senior administrators, faculty, alumni, and others who are invested in trying to improve Bryant every day. We’re at the point where we have to raise money – like all the great universities do – to continue to grow. It’s vital to invest in strategic improvements in academics, student life, technology, and facilities.”

EXECUTION

It's one thing to imagine the kind of building one desires; it's quite a different matter to actually construct it in a way where it is affordable, functions efficiently, and is easy to maintain.

In this chapter you'll learn that some construction challenges have been quite severe. Bryant has had major facilities being built at the same time, right next to each other. And other buildings have been renovated to change their purpose.

While Bryant often used different architects and design firms, the university has had remarkable success in making sure that most building projects have been completed on time and on budget.

"...administration has made sure there is always plenty of space between buildings, with connecting walkways and beautiful gardens. The ponds have always been there, but now the landscaped pedestrian area is bigger than Harvard Yard."

"The question was, how can we have a campus that is bigger and better, yet still feels the same?" said President Machtley. "We wanted new buildings, but wanted them to feel like New England. We didn't want to change the basic architectural style."

One answer to that question was in a small detail: every building on the campus has been built with the same Belden brick. It's a brick made by a factory in Canton, Ohio. It's very durable, so even the original dorms haven't had to be repointed. Many people can't believe it's the same brick in buildings that look distinctly different, but, examined up close, one sees that the only difference is the mortar.

With so many new buildings under construction, old things had to be moved to new locations. The tennis courts had to be relocated to make room for the new Academic Innovation Center. And removing that swimming pool in the Unistrukture? It took 45 truckloads of cement to fill it in. And in that space, there is now an attractive, welcoming atrium.

During the Machtley years, the university built more than 500,000 square feet of new facilities, and renovated almost every existing facility. But the administration made sure there was always plenty of space between buildings, with connecting walkways and beautiful gardens. The ponds have always been there, but now the landscaped pedestrian area is bigger than Harvard Yard.

Yet with all the change on campus, some things are the same. The stone wall along the right side of the pond is the original wall. Walls that came later were built to carry on the tradition of its New England style. And acres of woodlands and wildlife are carefully protected. The campus has been transformed, but much of its scenic beauty is natural and enduring.



THE GATEWAY ENTRANCE

The gateway entrance was redesigned to make a more appealing first impression.

“The globe also symbolized Bryant’s commitment to be a strategic leader in the global marketplace.”

Changing the look at Bryant’s front gate was the first new facility change by Ron Machtley, the new college president.

The previous sign was a logo with a rusted motif, and was cantilevered into the ground. That rusted look was popular back then, like buildings made of only cement. But while it seemed contemporary at first, it later projected a negative image: rusting in the sense of deterioration.

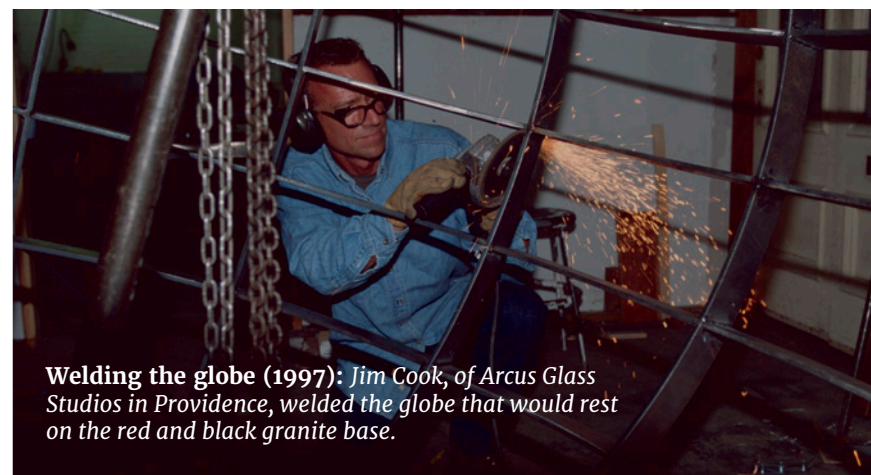
The new signage featured a symbol of ambition and confidence: an impressive, six-foot globe sculpted from painted black steel; encircled by two polished brass electronic arcs representing the speed with which technology was spreading worldwide. The globe also symbolized Bryant’s commitment to be a strategic leader in the global marketplace.

The globe sits atop a 25-foot long granite pier, incorporating Westerly Red granite from a local quarry and Cambrian Black.

And a new slogan expressed Bryant’s bold mission: “Expanding the World of Opportunity.”

Bryant’s new entrance look was designed by a Providence firm, Malcolm Greer Associates, a top-notch graphic arts agency. Joel Greer has created a lot of Bryant signage over the years.

Brian Britton, Bryant’s long-time Buildings and Grounds Superintendent, recalls the time a freshman decided he would get inside the globe to have his picture taken. Unfortunately, he couldn’t get out. The Fire Department had to come rescue him.



Welding the globe (1997): Jim Cook, of Arcus Glass Studios in Providence, welded the globe that would rest on the red and black granite base.

The new entrance landmark: *President Machtley and trustees unveiled the front gate sign, symbol, and slogan on October 31, 1997. Many students and staff came for the ceremony, and a musical band helped make the occasion a festive, memorable event.*



The Entry Control Center is visitor-friendly in 2018:
The current center is comfortable for the public safety officers inside, and visually appealing on the outside thanks to the conscientious landscaping and maintenance crew.

CALLAHAN HOUSE

The Callahan House became the president's new residence on campus in 2008.

President Machtley and his family had been happy with their old house on campus, but Bryant Trustees wanted to build a larger residence that would allow more space for hosting university dinners and events.

The architect was Paul Weber. He understood that one of the objectives was to have a dining space that could seat sixty people and have enough space for people to be able to socialize before dining. The house was built by Woodmeister Master Builders, Inc.

Brian Britton, Superintendent of Buildings and Grounds, said the Callahan House was an interesting project because it was a different kind of architecture; almost a shingle style. That was quite different from the old presidential house, which was more of a stark modern design.

"We needed space between the two houses, so we had to work to find a good site for it. We moved it up, into the woods. During the building we had a problem: a nest of red tail hawks was in a large tree, right in the middle of the site. Because they are a protected species and hadn't fledged yet, we couldn't cut the tree down. So, throughout the early course of the work, as builders were pouring foundations, the mother hawk would

occasionally dive-bomb workers. The project manager, Lisa Laliberte, told me that the guys would run, squealing. But they had their hard hats on, so, while there'd be occasional contact, nobody got hurt. Finally, the babies were fledged and could fly away, and the tree came down. We were all set after that. It had held us up a little, but it was mostly just an annoyance. An artist, painting in the house, immortalized the hawk -- you can see it painted on the wall in a downstairs bathroom. There's kind of a mural.

"The house came out beautifully. It's a real asset to the university, and event after event is held there -- either in the house or on the lawn surrounding it."

Machtley says it's been a remarkably successful house in terms of hosting. They serve dinner to about 1,500 people in a year, and there are a lot of university activities held at the house.

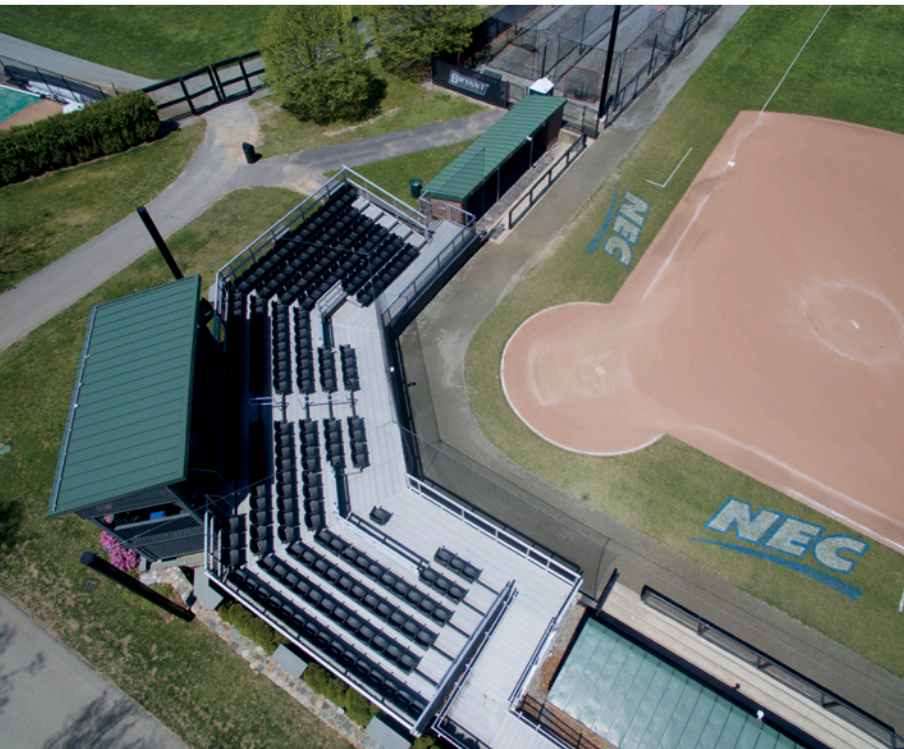


Jack and Lucy Callahan

When the Callahan House opened in 2008, there was a big Open House — for two days. The Machtleys invited everyone on campus to go through it, and they welcomed hundreds.



CONATY PARK



Baseball and Softball Complex opened in 2000 and was rededicated as Conaty Park in 2012.



Conaty Park is probably the best baseball/softball complex in New England, and one of the best in the country,” said President Machtley. “It is positioned well, meticulously maintained, and it’s just a great field.”

But this “field of dreams” didn’t just suddenly appear in the northeast corner of the campus. It was a product of design and evolved over time.

“Ben Mondor, who owned the Pawtucket Red Sox for 33 years, used to be on our Board of Trustees, and he was a good friend of mine,” Machtley recalls. “I invited him to visit in 1999, and said, ‘Ben, you’ve got to help us. We’re going to move our baseball field.’

“The field used to go a different way. Ben said: ‘it’s all screwed up. You’ve got to make sure you understand where the sun is ...’ He helped us lay it out in the correct way. And his guys with the Red Sox organization came here with their builders and actually built the mounds for us. I didn’t realize that it required special soil and has to be a certain height.”

The baseball field was built and first played on in 2000.

“Over the years, we kept upgrading,” said Machtley. “A generous gift from Bill Conaty allowed us to improve the whole complex. We used to have moveable stands; we’d move them in for baseball season, then move them for football season. And they were falling apart. We installed permanent stands. And we used to have just a table behind home plate. We added press boxes.”

The facility has bleacher seating for 500 spectators, including 200 chairback seats, and a state-of-the-art press box for all in-game operations and broadcasts. It is equipped with step-down dugouts and bullpens down each line. A hitting cage area was added in 2008, which included two batting tunnels, four tee/drill stations, and a storage area for field screens and equipment. The complex boasts full irrigation, excellent drainage, and a digital scoreboard. And in 2016, the Bulldogs baseball team enjoyed the comforts of a renovated locker room within the Conaty Indoor Athletic Center.

Thanks to the generosity of alumnus Bill Conaty ’67 and his wife, the baseball/softball complex transformed into a first-class Division I facility.

Originally called the Bryant Baseball and Softball Complex, it was rededicated as Conaty Park on April 28, 2012, before a game against Fairleigh Dickinson. Bill Conaty was captain of Bryant’s 1967 baseball team, and he was inducted into Bryant’s Athletic Hall of Fame.

Conaty Park is home to the Division I Bulldogs throughout the year, for both fall and spring sports seasons. It is located next to Sutton Field, which was formerly the summer home of the New England Patriots.

In addition to hosting several Northeast-10 Conference Tournament games, Conaty Park hosted the NCAA Division II Northeast Regional Championship, which was won by the Bulldogs.



EARLY ATHLETIC FIELDS



Athletic field construction in 1999 helped prepare Bryant for competition in a new century.

When Bryant decided to add new teams, it wasn't just a challenge to build a football stadium and other facilities. Constructing athletic fields was also part of the challenge.

In 1999, new competition fields were under construction — in the new stadium for football, soccer and lacrosse; men's baseball and women's softball to meet NCAA criteria for those sports; plus, three fields for intramural sports.

Existing fields had been in terrible shape. The track behind the football field was in disrepair. The baseball team was angry with the poor condition of their baseball field. "If you were at home plate," recalls President Machtley, "there was a six-foot drop to the center field. So, you could only see the center fielder from the waist up.

"They had scooped all the topsoil, so there was a drainage problem. The right field was always under water. When I went to my first game, the right-fielders wore plastic bags on their feet so their shoes didn't get soaked. And we had a snow fence for an outfield fence. It was all pretty primitive. Baseball players were ripped; understandably so. But I said, 'look, we can't do it all at once. After we do the football field, we'll make a new field for baseball and upgrade everything.' And we did."

Athletic Director Dan Gavitt said at the time, "Bryant College has made a commitment to provide the very best athletic and recreational facilities among our major competitors. These brand-new fields will broaden and enhance the athletic facilities for the entire Bryant community. They bring us into NCAA compliance in men's baseball and women's softball, provide a professional-quality competition field for other varsity sports teams, and give intramural and club sports much more space to practice and play."

Jeff Parker, Project Manager for the field construction, said the college chose a plan to strip the fields of their existing loam, which was shipped off campus and mixed with sand to come up with root-zone mix growing medium. He said that method created a "hydroponic laboratory system for grass to grow," which is why an extensive irrigation and drainage system was created.

Sod was installed on the competition field in time for the October 1999 Homecoming Weekend, when the Bulldogs played Mount Ida College.

While the project was substantially complete by then, fields weren't ready for use until the spring of 2000 to allow the grass to grow properly. As student-athletes of that era remember, it was well worth the wait.

JOHN H. CHAFEE CENTER FOR INTERNATIONAL BUSINESS



John H. Chafee Center for International Business helped Bryant go global.

The original site of the Center for International Business evolved over many years, from humble beginnings. Decades earlier, when the college first moved in, the building was much smaller — for the old farm, it had been a milking shed, with two-foot thick rubble stone walls.

Bryant transformed the building into the Small Business Development Center, then the Export Assistance Center in 1988. The college put a large addition on it in 1998, doubling its size.

At that time, the college's computer operations center in the Unistructure was having problems with the expansion work then going on, so they were relocated to the lower level of the Chafee Center. That way the college was able to design a suitable environment with the cooling and isolation needed to protect the computer systems.

Groundbreaking for the new Center was held on World Trade Day on June 11, 1998. It represented the expansion of Bryant's successful international business outreach and academic programs. It incorporated the Export Assistance Center building and its programs: the International Trade Data Network (ITDN), the World Trade Center, and the new Country/Industry Program.

Creation of the expanded facility was funded by Bryant and through grants from the U.S. Department of Commerce's Economic Development Administration and the R.I. Human Resources Investment Council.



The center was named after U.S. Senator John H. Chafee a month after he died: On June 14, as part of World Trade Day 2000, the late senator's daughter, Georgia Nassikas, and his widow, Mrs. Virginia Chafee, stand with President Machtley after unveiling the sign dedicating The John H. Chafee Center for International Business.

HASSENFELD COMMON





Hassenfeld Common became a campus quad of uncommon, idyllic beauty.

The campus hasn't just been transformed by the construction of new, impressive buildings. Returning alumni are surprised to find beautiful green space where they expected to see asphalt.

There's now a grassy quad, with a reflecting pool — the Hassenfeld Common — where there had been a parking lot. The quad is anchored on two corners by older buildings, the Unistructure and the Bryant Center (now the Michael E. '67 and Karen L. Fisher Student Center), and on the other two by the new George E. Bello Center for Information and Technology and the Elizabeth and Malcolm Chace Wellness and Athletic Center.

"Our students, faculty, and staff take great pride in Bryant's beauty," said President Machtley in welcoming remarks at a recent Student Open House. "Spring has arrived early this year and our campus will soon be ablaze in colorful flowers. There will be frisbees and intramural softball games. It's an idyllic scene we don't take it for granted. Many people work hard to keep the quality of our buildings and grounds in perfect shape, not just today, but every day. You won't find litter spoiling the view, and the grass and shrubs are regularly trimmed.

"It's part of the culture here; both inside and outside the classroom. A parent once said to my wife, Kati: 'I just told my husband, if Bryant takes such great care of the grounds and facilities, imagine how much more care they will take in their care of our son.' And it's true. This is a special place to live and study, work and play, in a safe, beautiful environment."

Hassenfeld Common is named for Alan G. Hassenfeld, '85H who served as a Bryant trustee from 2002–3 through 2009–10. Hassenfeld's leadership giving to "The Campaign for Bryant" is recognized with a marker unveiled in October 2001.

Recalls Brian Britton, the Superintendent of Buildings and Grounds, "With the new layout, at first there was some concern about people having to walk farther from the periphery of the campus, from the parking lots through an area that used to be the parking for the Unistructure. But, surprisingly enough, because the atmosphere created was so pleasant, people adapted to it very well. I never hear a complaint about it these days, even though occasionally we have some rough weather here in New England. Generally speaking, I think the trade was well worth it for that transformation."

President Machtley says of the quad, "We really set a standard for building out this space, but also for maintaining it. When parents come here, they say it's just so beautiful — it's like Monet's Garden in Giverny. It's so well-maintained. There's no graffiti; no one drops paper. It's a culture. Students help take care of the property. We take pride in keeping the grounds clean. We want to preserve our environment because we all share it."





Carol and George Bello



THE GEORGE E. BELLO CENTER FOR INFORMATION AND TECHNOLOGY

The George E. Bello Center for Information
and Technology opened in 2002



Bello Center, with its Stephan Grand Hall and Krupp Library, were the centerpieces of a bold expansion drive.

The George E. Bello Center for Information and Technology opened in 2002, and it was the most ambitious facility built on campus since the Unistructure in 1970-1971.

The \$27 million facility was 72,000 square feet. It was home to the new Douglas and Judith Krupp Library, which combined the traditional resources of a premier library (over 140,000 books at that time) with cutting-edge technology.

The facility also contains the C.V. Starr Financial Markets Center, a mock trading room floor, and the Walter and Heidi Stepan Grand Hall, a space for lectures, receptions, and exhibitions. In addition, there are two classrooms, study/breakout rooms on the second floor, and a café.

The Bello Center was an early highlight of the physical transformation of Bryant's Smithfield campus, and it was made possible by the success of *The Campaign for Bryant*, the institution's first comprehensive capital campaign.

"Prior to that time, I think Bryant had the flavor of a commuter school," recalls Brian Britton, Superintendent of Building and Grounds. "A sea of parking lots surrounded the Unistructure. We wanted to create more space within the Unistructure for other purposes. And one of the larger entities we thought we could remove was the library, which was then contained in it. We could free up about an acre of space in the building by moving the library out.

"In 1998, we began early master planning with Stubbins Associates for dramatic change to the campus. We wanted the Unistructure as one of the anchors to this area, and we were going to place the new library

in such a way that it started to enclose the pond area and form sort of a quad of a campus green. We thought further about it and knew that, at some point, we were likely to expand the gymnasium and the MAC to create a wellness area. So, as pieces got moved around, it logically fell into place that we'd continue to move athletics in the direction they were, add a Wellness Center to the athletic center, and enclose another side of the quad with the library. Plus, we'd leave another area open for, at some point, a chapel.

"President Machtley and the architect liked the thematic idea of mind, body and spirit as being the enclosing elements of the quad. And that's pretty much how the campus took shape in the years that followed."

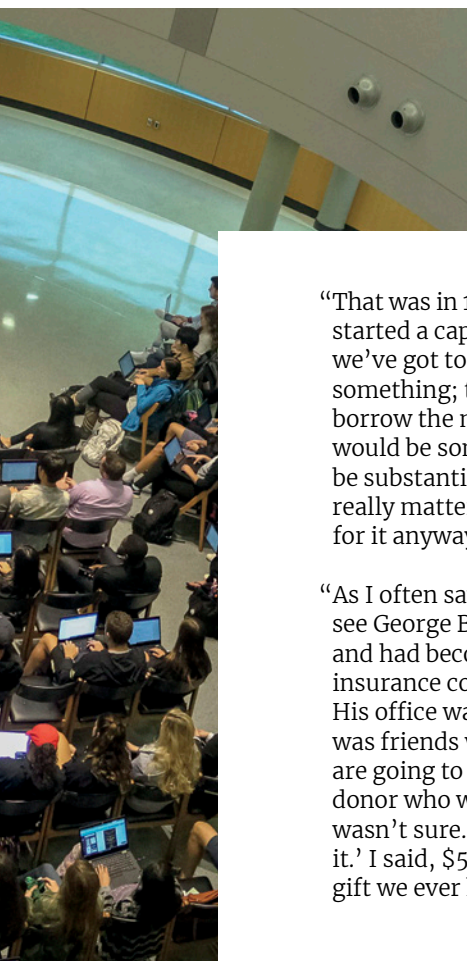
"We decided to make the library the first new building in our strategic plan," recalls President Machtley. "We knew revolutionary technology was coming, and we had started giving all the students laptops, so we didn't want it to be just a library. We called it the George E. Bello Center for Information and Technology.

"We never had a really big space for dinners and meetings, so we decided the facility should have a lot of space. And, trying to envision the future, we asked ourselves: how is technology going to be integrated? I got a committee together, and they went around the country looking for the best libraries and thinking about how technology was being integrated.





"Opening the Bello Center felt like an historic occasion. Students loved exploring the new building. It was like walking into the future...into *our* future."



“That was in 1996, and we had no money — we had not started a capital campaign. But I said to our Board that we’ve got to demonstrate that we are going to build something; that we have the confidence to build. We’ll borrow the money. In the early stage, we estimated it would be something like \$17 million. It turned out to be substantially more as our plans grew, but it didn’t really matter at that point because we had no money for it anyway.

“As I often say, luck is better than brilliance. I went to see George Bello. He was a Bryant alum, Class of ’58, and had become a top exec at the New York-based insurance company, Reliance Group Holdings, Inc. His office was designed by Gwathmey Siegel, and he was friends with Charlie Gwathmey. I said, these guys are going to design this building for us, and we need a donor who will step up; would you be that donor? He wasn’t sure. I kept going back. Finally, he said: ‘I’ll do it.’ I said, \$5 million. He said OK. That was the biggest gift we ever had, and it really gave us confidence that

we could build this library. George Bello chaired our first comprehensive, successful capital campaign, and served as a Trustee too.

“The library won a lot of awards. We had plugs for laptops at every seat, so you could hardwire into the system and not have to go with Wi-Fi, which was just starting. If we hadn’t done that back then, we’d have to go back and retrofit the whole building. So, it worked out really well.

“Students went to the library to study; it was a friendly, comfortable, sociable place. Here we are 12 years later, and it’s still in great shape. No one has ever carved their initials in a desk. And the award-winning Herman Miller chairs still look like they’re brand new. We have made almost no change to the original building.”





ELIZABETH AND MALCOLM CHACE WELLNESS & ATHLETIC CENTER

Chace Wellness and Athletic Center was built
in 2001, and greatly expanded in 2016.



ALCOLM CHACE

HLETIC CENTER



In 2001, construction was under way for a 31,000 square-foot Wellness Center, to augment the existing gymnasium and Multipurpose Activities Center (known as the MAC) with state-of-the-art workout facilities.

The Wellness Center contained 9,000 square feet of new fitness equipment and weights; a six-lane, 25-yard swimming pool, comfortable locker rooms, and an aerobics and martial arts studio with sound systems and video equipment.

Explained Dan Gavitt, Bryant's athletic director, "We need to ensure that all our students — not just varsity athletes — develop both the right intellectual skills and healthy life habits."

The Wellness Center opened in January 2002, and it was named after Malcolm and Elizabeth Chace in a ceremony on September 12, 2003. The couple was praised at the dedication for their leadership and generosity in contributing to the transformation of the campus and its programs. In addition to supporting Bryant's first comprehensive campaign, The Campaign for Bryant, for years they supported a variety of initiatives — for facilities, scholarships, and senior class gifts.



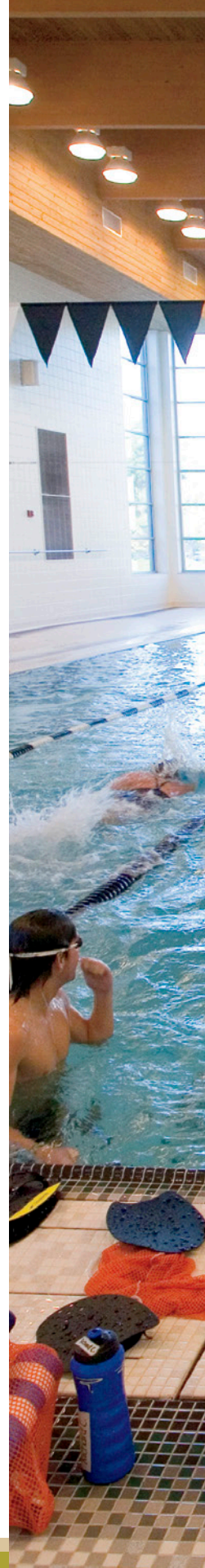
Malcolm and Elizabeth Chace

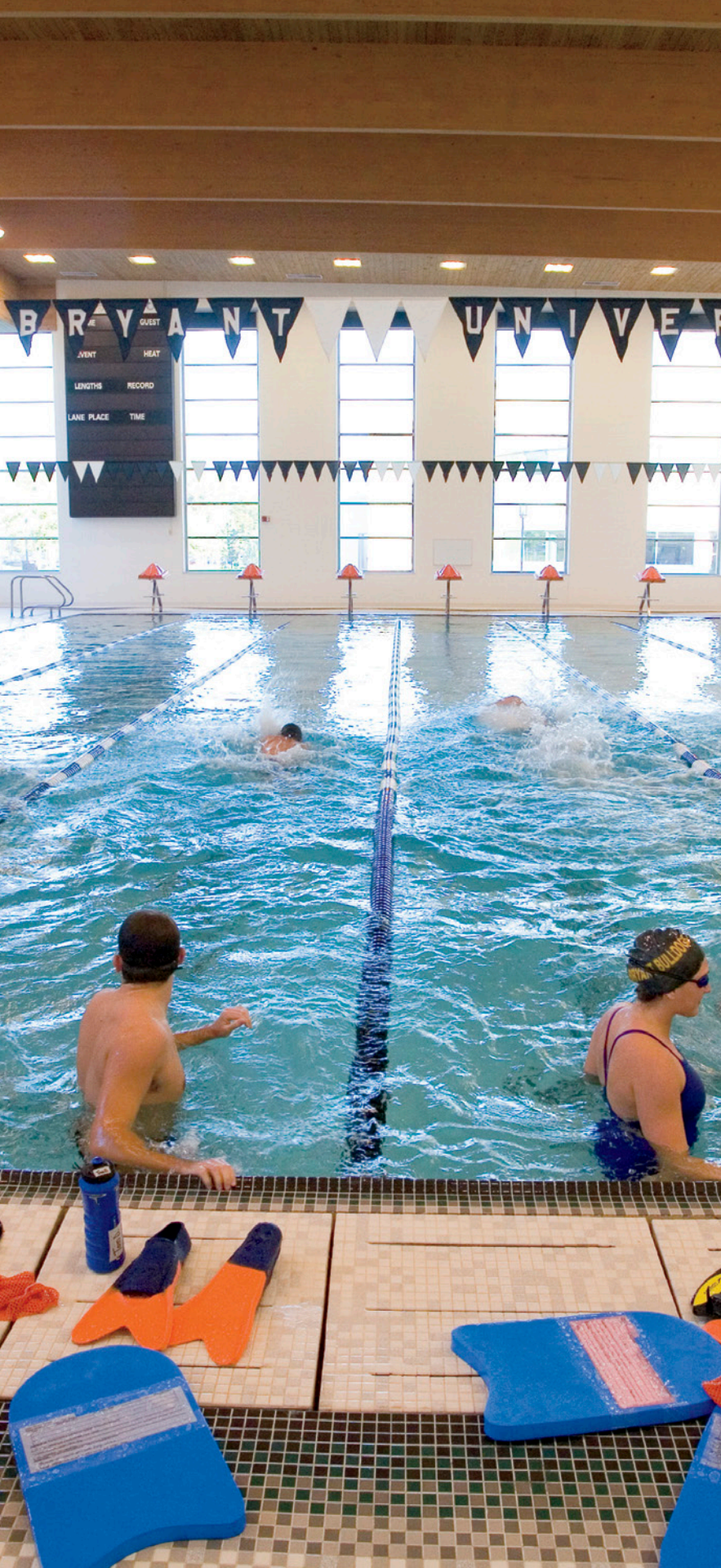


Designed by the architectural firm Stanmar, Inc., the \$7 million Wellness Center was an immediate hit. Students and staff appreciated that it truly provided the resources necessary to balance intellectual and personal growth with physical and emotional well-being. Said President Machtley, "This is a facility that is consistent with our plan to keep giving Bryant students every opportunity to be successful — inside and out."

Mike Carosotto was Project Manager for the expansion. Sasaki Associates was the design team.

In early 2016, a new wing was added to the Chace Wellness and Athletic Center for a Sports Medicine and Training Center. A two-story, 6,700 square-foot addition, and a 3,400 square-foot renovation along the east side of the existing Multipurpose Activities Center (MAC) was completed. A Training Room was expanded on the Center's first floor, and new office space was constructed on the second floor for Bryant's Division I football program.





THE KOFFLER CENTER AND COMMUNICATIONS COMPLEX



The Koffler Center and Communications Complex evolved in identity, purpose, and look.

The Koffler Center was built in 1976 as a new Student Center. It was named after the founder of American Tourister Luggage, Sol Koffler '70H, a generous patron of Bryant. He was a Bryant Trustee and a member of Bryant's Jubilee Club. The student center was dedicated in honor of Koffler's family on October 19, 1978. And the iconic rotunda in the Unistructure is also named after him.

The Student Center was renovated and expanded to become a technology center in 1986, and on September 22, 1987, rededicated as the Koffler Technology Center. It created a new world of communications and technology for students, faculty, staff, and regional businesses.

"When we became a university, we wanted to have a major in Communication, so we decided we'd better build a studio," recalls President Machtley. "Initially we had no idea how to design a television studio for a school. So, I went over to Channel 10 NBC and talked with Joe Doherty, their engineer; he had been there since they built the original studio. The folks at the station were kind and encouraging, wanting to help us succeed.

"We built the studio. It's not getting as much use as I'd like currently, but it's been a great teaching tool, and it really enhanced that building. Students have had TV shows over the years, and it's been very educational and entertaining. Now, of course, students do their own filming, then they edit over at the Koffler and put their videos online."

In the summer of 2013, the Bryant Center and the Koffler Communications Complex had extensive renovations, inside and outside.

"We proceeded to build an exact replica of the Channel 10 studio – the very same size. And we learned as we went along about such things as the importance of soundproofing and the challenge of installing power lines."



The communications complex features a high-definition television studio and control room, several dedicated sets, an impressive array of field gear, and multiple Avid editing stations.





STUDENT HOUSING

New student housing helped change a “commuter school” into a “friendly small town.”

William Trueheart was President of Bryant from 1989 to 1996, after being Executive Vice President of Bryant the preceding three years. He remembers that his first challenge, after being inaugurated as president on October 22, 1989, was “to try to get Townhouses built for rising juniors.

“We were behind in the budget and timeline and ended up going for a bond issue. We had big problems with unions in Rhode Island, and selected an out-of-state non-union contractor, but we agreed with union leaders that we’d get union subs to come in. Tragically, there was a fatal accident during construction. It was sobering.”

Built on a 15-acre site, the Townhouse Village contained five, two-story buildings surrounding a central courtyard and large gazebo. The buildings were wood-frame with concrete firewalls separating each unit. Adding that complex for 204 students brought Bryant’s resident population to more than eighty percent of Day School students, 2,500 of 3,000.

The contractor for the \$5.3 million project was Turner Brothers Construction Company, and the architect was The Providence Partnership. Representatives from those firms joined Bryant officials at the opening ceremony, which included a tree-planting and unveiling of a plaque in memory of Joseph Hackett, the carpenter who died in the construction accident.

“Once the townhouses were completed in 1990,” recalled Trueheart, “we started to develop a master plan for development. Brian Britton, Bryant’s Superintendent of Buildings and Grounds, was instrumental in helping guide us.”



Britton explained that “Bryant still had the flavor of a commuter school in the early 1990s. Prior to Ron Machtley becoming president in 1996, we had had a rather slow time in terms of enrollment. It was part of a national slump. We actually had five of the original residence halls empty at that point. We were adding services because, like many universities, a lot more was expected in terms of services to the student body. But we needed more room for those, so we used space in residence halls as temporary offices.

“After Ron Machtley got here, enrollments started to pick up, and we needed more space for the campus. We had to contemplate the next wave of building activities.

“We’ve always had a kind of organizing principle of how the campus would be laid out — that we would have an area for resident halls, another for academic buildings, and another direction for athletics. And we have kind of stuck with that — a simple theme in terms of the organizing elements of the campus. We’ve got this central spine that unites the walkways that move up into the residence hall village, and it terminates way out in the playing fields. And the buildings are arranged on either side of that spine.



Building a five-story, 200-bed residence hall in 2007:
The new residence hall was the first to have an elevator and disability accessible living spaces on all five levels.

“In 2005, we were in the planning stages for building Hall 17 and for adding another 12 townhouse units at Townhouse N. We proceeded to finish Townhouse N in 2007. It was a tough project that had to be started, and much of it — the concrete work and everything — completed during the winter. It was a very cold winter, but we used to cover up the concrete with blankets and we used heaters to keep the project going. It opened the next year in the fall.

“In 2006, we were starting work on Hall 17, a large dormitory that we placed in the center of the original Townhouse Village. Interestingly, it’s our only five-story building on campus, and probably the highest spot on the campus. It was completed in 2007. It stands out as a suite-style hall, with 200 beds, and it’s

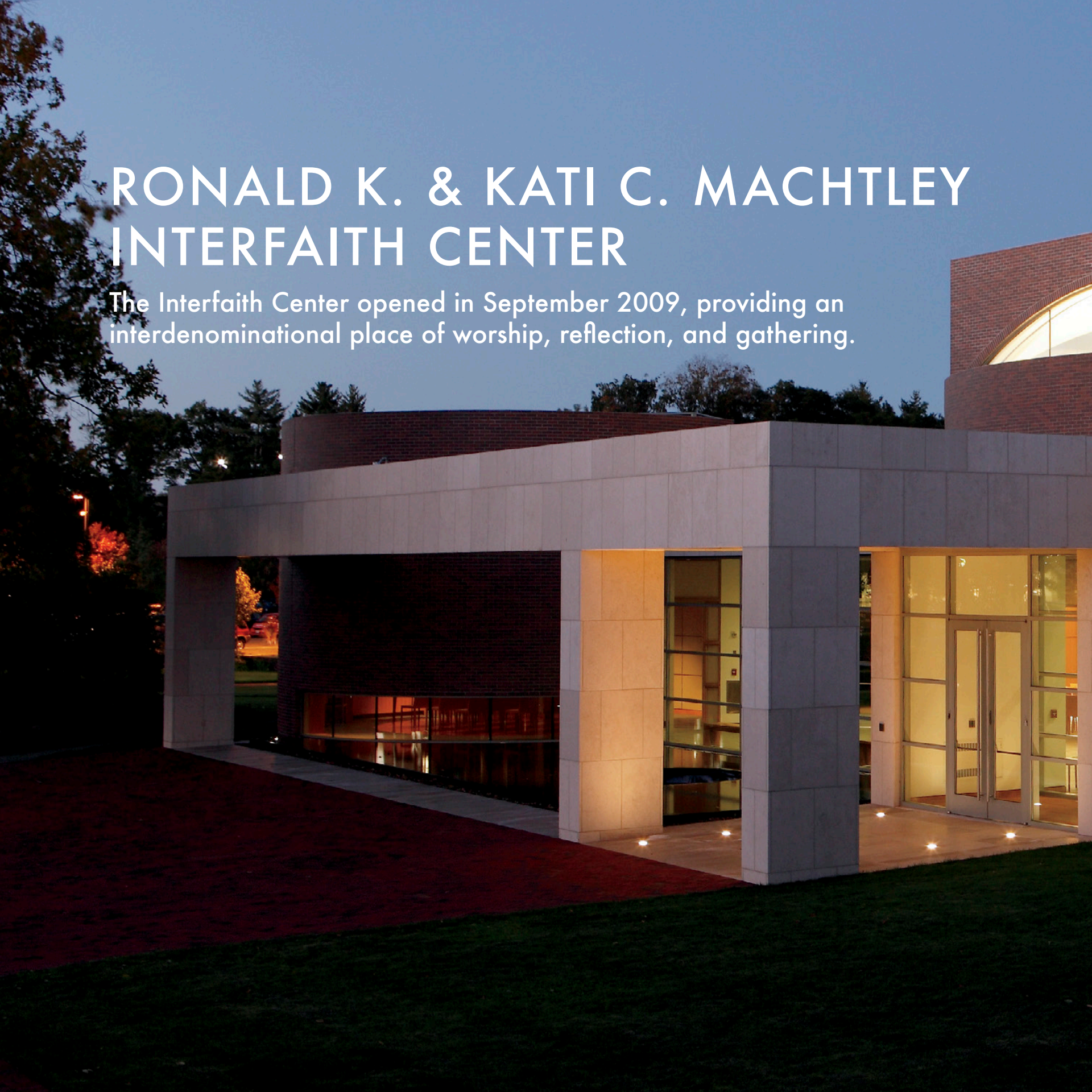
a bit more modern than the original buildings but ties in pretty well with the rest of them.

“So, there was an awful lot of residence building. Enrollment was increasing, and we needed to complete the halls in time to accommodate the growing classes. Also in 2007, we completed an addition to the dining hall, expanding that so we could accommodate the larger numbers of students eating there. We put that on the west side of the Unistructure.”

As student enrollment continued to rise, Bryant’s facilities and landscape continued to improve, transforming what had once seemed like a small commuter school.

RONALD K. & KATI C. MACHTLEY INTERFAITH CENTER

The Interfaith Center opened in September 2009, providing an interdenominational place of worship, reflection, and gathering.





RONALD K. AND KATI C. MACHTLEY

INTERFAITH CENTER





Construction of the Interfaith Center was part of a campus growth spurt: Located next to the Bryant Center, the building created a place where all members of the Bryant community could explore their spirituality, practice their faith, and learn from one another.

With the construction of the Interfaith Center, the Bello Center for Information and Technology, and the Chace Wellness and Athletic Center, an arc of new buildings now fulfilled a bold vision. It symbolized the education of the whole person: mind, body, and spirit.

The origin of an Interfaith Center dates back to President Machtley's first year at Bryant. His wife, Kati Machtley, organized a prayer breakfast that they continued to host every year afterward. The breakfast was for all faiths, and everyone in the Bryant community was invited and welcome.

"The idea of building a chapel got a little pushback," Machtley recalls. "A lot of people didn't want the university to risk being perceived as religiously affiliated, but when you looked at freshman surveys, something like 92 percent said they were looking for spirituality, not necessarily looking for religion.

"Building the Interfaith Center in 2009 was part of another big growth spurt, following a capital campaign. We were also building the addition on the auditorium and some new townhouses. But the Interfaith Center was a design challenge. What should it look like, and what should it offer?

"I thought it'd be brilliant to have different world-class architects design unique buildings on our campus so there'd be a collage of great buildings, and people would say: there's a Gwathmey Siegel building, that's an I. M. Pei building, there's a Meier building. So, I went to great architects and said, we're going to build an Interfaith Center. I thought nearly all architects wanted to build a chapel or cathedral, and indeed, they were all in. I explained we were making it a competition, rather than paying for design presentations, and urged them to come up with their own ideas. What I didn't realize was that great architects do not want their buildings to fit in with other buildings; they want them to stand out. And the conceptual ideas we got from all these wonderful, world-class architects were just not going to fit, as a work of art, with our campus.

“This would be the first building visitors saw, after parking to walk onto campus, and it couldn’t be like Xanadu – a beautiful, but exotic place. One of the designs would have had the building way into the ground. None of the concepts worked. So I had to say: we can’t do this. I went back to Gwathmey Siegel and said, I know you guys could design a building that would fit with yours, the Bello Center. Would you be interested in doing that? And Charlie Gwathmey, who was an incredible architect, verbally took me to task. He was brutal, telling me: ‘I thought we were friends; you didn’t even ask us to compete and now you’re coming back to us?!’ He was furious. I said, Look, I’m like the Prodigal Son. I explained my original thinking, that this would be great if someone complemented what he had designed before, but now realized it was stupid; it was a mistake. Would you guys be willing to design the Interfaith Center? After several weeks of my groveling and going to New York and saying, we need you, they finally said: we’ll do it.”

Bryant’s former Superintendent of Buildings and Grounds, Brian Britton, reflected on the design that Gwathmey Siegel ultimately produced. “You can see a similarity in the architecture with the Bello Center. That’s one of the things we’ve tried to achieve over the years, as we evolved — not have each new building be something so totally different that we end up with

a hodgepodge of architecture. The buildings are very functional, very clean and orderly. And I think it’s good that they hang together architecturally, perhaps with the exception of the Koffler Center. We are very pleased with the way the Interfaith Center came out, and from the comments I’ve gotten over the years, most people appreciate it.”

Machtley recalls telling the competing architectural firms to consider the Pantheon as an inspirational model — “using circle, water, and light, because we have the circle in a lot of our buildings, and it’s indigenous to all religions. We wanted this Interfaith Center to make all religious faiths feel comfortable using it, which wasn’t easy. Muslims and Jews want to worship facing east, so we had to make sure we configured where the front would be. And we wanted to have it feel very open and welcoming.

“All the wood carpentry was done by a great woodworking firm here in Smithfield, Paul Jutras. They generously donated custom furniture in memory of their mother.”

The Interfaith Center includes a main chapel for 200 people and a meditation space for 50 people. There are two smaller multifunction rooms, a kitchen, a reflecting pool, an outdoor patio, and a garden area.



Designed by an internationally-renowned architectural firm:

The Interfaith Center opened in September 2009, providing an interdenominational place of worship, reflection, and gathering.

The architectural firm that designed it, Gwathmey Siegel & Associates, had designed the Bello Center.



MICHAEL E. '67 AND KAREN L. FISHER STUDENT CENTER



Renovated in 2013, Fisher Student Center became a hub of campus life.

In 2013, a renovated Bryant Center was dedicated as the Michael E. '67 and Karen L. Fisher Student Center. A generous gift from the Fishers made the project possible.

The old Bryant Center had been the university's student union, and it had a distinctive 1970s vibe. The newly reimagined facility changed from a place merely to eat, meet, check snail mail, and buy books, to a visually stunning facility that became a hub of student life, and a welcoming destination for visitors and returning alumni.

Renovation of the three-story building was a \$10 million construction project, completed on time and under budget. The inside of the lower floors was completely gutted and reconfigured. Lisa Laliberte was the Senior Project Manager, working in collaboration with Bryant leaders and the architectural and design firm, Ewing Cole. The first floor has an inviting fireplace, a mix of lounge and café seating, guest computers, and a variety of meeting and programming spaces. Skylights and windows bring in plenty of natural light. Food concessions and a new student dining room provide a comfortable dining experience.

The second floor became home for the Campus Engagement Office, Intercultural Center, Commuter Connection, Women's Center, Bryant Pride, and campus ministry offices. There's an array of seating areas. And on the third floor, there are meeting and work spaces for Bryant's many clubs and organizations.

The Fisher Student Center is opposite the Unistructure, on the other side of the pond. Planners saw it as the perfect spot between the residence halls and the Unistructure. In fact, the building took its shape from the site somewhat, so the axis of pedestrian travel could be maintained.



A photograph of three men standing on a green artificial turf field inside a large indoor athletic center. The man on the left is wearing a black t-shirt with 'BRYANT' and 'ATHLETIC CENTER' printed on it, black pants, and a black cap. The man in the middle is wearing a black and white track jacket and black pants. The man on the right is wearing a black long-sleeved shirt with 'BRYANT' and 'ATHLETIC CENTER' printed on it, black pants with white stripes, and a colorful wristband. The background shows the high ceiling of the facility with many lights and the white yard lines on the field.

CONATY INDOOR ATHLETIC CENTER

The Conaty Indoor Athletic Center was named in recognition of Sue and William J. Conaty '67:
Bill Conaty serves as chair of the Bryant University Board of Trustees and retired as Senior Vice President of General Electric Company. As the human resources leader for over 300,000 GE employees worldwide, he was widely acclaimed for a record of innovation.

Conaty Indoor Athletic Center opened in 2016 as one of New England's best practice facilities.

The Conaty Indoor Athletic Center is adjacent to Conaty Park, the university's baseball and softball complex.

Designed to provide a venue for practice year-round — especially during harsh New England winters — the 84,000 square-foot facility benefits student-athletes on Bryant's 22 NCAA Division I teams, as well as intramural sports. Bryant is the only private university in New England with a permanent facility of this size. It features a state-of-the-art indoor turf field with a full 120 yards of turf, plus coaches' viewing platforms and other ancillary spaces.

The new facility was named for Bill '67 and Sue Conaty at a dedication ceremony on May 14, 2016. Bill Conaty was captain of Bryant's 1967 baseball team and was inducted into Bryant's Athletic Hall of Fame, and he was recognized with the school's Distinguished Alumni Award in 1999.

Building the new indoor athletic facility had a rather dramatic beginning.

Bryant's Superintendent of Building and Grounds, Brian Britton, recalls the early days of the project: "We were planning it in 2015 and began to clear the site that same year. We began erecting the steel, and the steel collapsed while it was being put up. In fact, the building fell forward. The builder was a stand-up organization, and they came to the site right away and began the process of correcting the mistake. They had to take all the steel that collapsed and sent it away for scrap and ordered new materials. We only lost two to three months between the time it was supposed to be completed and was actually completed. Not too bad."



Britton explained that the university was lucky in the original siting of the facility: "Initially we thought we'd site the building closer to the campus. But, as luck would have it, our ideal site turned out to be declared as wet by environmentalists so we had to move it a little way down the hill. But it was a happy circumstance because these are not particularly attractive buildings; they are huge boxes. So, it's tucked down in the woods, and it worked out perfectly in the end. Also, we were fortunate to have an opportunity to buy this property. It wasn't part of the original campus. We were able to buy it at just the right time when someone was getting ready to sell it. We got about a 14-acre plot and bought it at a reasonable price, so it worked out great."



Bryant University
INSPIRED TO EX



CHINA

COMMITTEE LIFE



SAN FRANCISCO



CHICAGO

PRESERVING THE DOME

Unistructure's Koffler Rotunda
dome was replaced in 2014







Replacing panels in the iconic Unistucture rotunda dome: When the old acrylic panels of the dome reached the end of their service life, a company named Skylight Specialists Inc. replaced all the panels with similar acrylic panels and added fire suppressions.

“The rotunda dome lingers in the memories of Bryant alumni, and many consider it central to campus life.”

“It’s a great space,” said Brian Britton, Bryant’s former Superintendent of Buildings and Grounds. “On one side of the building is largely the administrative services and dining hall, and the other is mostly academic. So, it’s sort of the meeting place between those two worlds. It’s been our forum for ages and continues to be, despite the fact that we’ve grown quite a bit.”

The entire Unistucture was renovated over time, with redesigned classrooms, and furnishings. Moving the library out of the building opened up vast spaces that turned into a new science area, psychology lab, and the Academic Center for Excellence.

“An event in the rotunda that I hold in my mind is the candlelight ceremony,” said Britton. “We have a Christmas Festival of Lights when students hold candles, and the light reflects off the inside of the dome. It’s beautiful.”

The iconic look of the dome seems Jeffersonian to President Machtley. And he sees symbolism in the dome having longitude and latitude in its lines, like the globe at the entrance gate to the campus, representing outreach to the world.

So, when the original acrylic panels started leaking, and a few caved in during heavy snowstorms — due to the expanding and contracting of panels from weather — there was no question that the administration wanted to seal the dome, yet save its look. But that was easier said than done.

The original company that manufactured the dome panels had gone out of business. And other dome-building companies had problems with leaking panels, as well. Bryant was lucky to find a firm that could do the job. They came in with all new panels, made of vacuum-formed plastic. There was a higher arc to the panels so the expansion and contraction from weather didn’t have as much of an effect on the larger panels; they didn’t move as much.

In the summer of 2014, scaffolding was erected inside the rotunda area, but access throughout that area was not impeded. Although there were aesthetic impacts to the exterior of the Unistucture during the dome work, there was minimal impact to operations inside.

Britton has been involved in all construction projects on campus but was particularly pleased by the success of the rotunda dome repair work. “When you think of something with so many pieces and intersections, the probability of it leaking was very high. And the fact that it didn’t was almost like a miracle to us.”



BULLDOG STRENGTH & CONDITIONING CENTER

“It has been recognized as one of the country’s best-designed training facilities for undergraduates.”



Bulldog Strength & Conditioning Center opened in 2015, doubling training space for athletes.

In August, 2015, the new Bulldog Strength & Conditioning Center opened to great acclaim. The building more than doubled the space and resources where some 550 student-athletes could train and prepare for competition.

The award-winning center has weightlifting stations, workout areas, a nutrition station, and an indoor turf sprint area. It has been recognized as one of the country's best-designed training facilities for undergraduates.

Its large space enables teams to work out together in one rotation, strengthening team bonds and enabling students to make the most efficient use of their time. This was a much-needed improvement in training quality for student-athletes who for years had to cope with inadequate space, poor ventilation, and long lines to get access to limited equipment in the basement of the Chace Wellness and Athletic Center.

Since its opening, the superior equipment, training and conditioning has resulted in significantly fewer injuries and better on-field performance.

The Bulldog Strength & Conditioning Center is part of the Beirne Stadium Complex: Leadership philanthropic support from David Beirne '85 and his wife, Terry, funded expansion and improvements at the Bulldog Stadium and construction of the Bulldog Strength & Conditioning Center.

The Bulldog Strength & Conditioning Center is part of the Beirne Stadium Complex, the hub for Bryant's 22 Division I teams and the Bryant Club Sports teams.

"It's a great feeling to see smiles on the faces of your student-athletes as they walk into inspiring, new facilities," said Bill Smith, Bryant's Athletics Director.

"This beautiful building demonstrates our commitment to giving student-athletes everything they need to be successful."





PHYSICIAN ASSISTANT LEARNING CENTER

Physician Assistant Learning Center was the start of a new School of Health Sciences.

The Unistructure, Bryant's flagship building, had an addition built in 2014 to house a new Master of Science in Physician Assistant Studies program. This marked the university's strategic entry into health care education, the inaugural program of the new School of Health Sciences.

Built adjacent to the Management Resource Complex (MRC) portion of the Unistructure, the 11,000-square foot addition included administrative offices, clinical studies rooms, and physical exam rooms. The new building was tied into the existing MRC building in the area of Undergraduate Advising and Room M43 on the upper level.

Brian Britton, Bryant's former Superintendent of Buildings and Grounds, recalls that in the early stages of planning, university leaders considered the idea of a remote campus for the new school, perhaps in Providence. But after looking at a number of buildings, they decided there were many advantages to building an addition to the Unistructure instead. That way students could live on a nice campus, where parking was convenient and facilities could be shared.

The Unistructure has grown over the years, from a building that started with around 277,000 square feet to the current 340,000 square feet — just from relatively small additions over time.

Michael Carosotto managed the PALC building project. Lerner Ladds and Bartels was Project Architect, and the Construction Manager was Consigli Construction Corporation.



The Physician Assistant Learning Center (PALC) started classes in the former MRC Lecture Hall and Classroom M44: *The two rooms became the Physician Assistant (PA) Lecture Hall and the PA Team Classroom. The classrooms were renovated, and state-of-the-art A/V equipment was installed.*

Named in recognition of leadership philanthropy by Robert '86 and his wife, Kathleen, Brown, P'19, The **Quinlan / Brown Academic Innovation Center (AIC)** was awarded national Grand Prize for outstanding design and architecture: The facility was selected by College Planning and Management magazine as the Grand Prize winner in its Annual Education Design Showcase issue.



QUINLAN/BROWN ACADEMIC INNOVATION CENTER



The Quinlan/Brown Academic Innovation Center was a pinnacle achievement in the transformation of the campus.

The Quinlan/Brown Academic Innovation Center (AIC) opened in September 2016. It was the culmination of years of planning and exploration.

The 48,000-square-foot AIC is a unique facility that redefines the future of higher education. At its center is the light-filled Innovation Forum. The building has five tiered classrooms, five flat classrooms, 23 breakout study rooms, lounge seating, a welcome center, and a café.

“For years we had worked on reimagining how our faculty, in a new world of technology, could go beyond PowerPoint lectures,” said President Machtley. “We wanted to be truly innovative in experiential learning. We wanted a fluid learning environment – space that was flexible for collaboration, with moveable furniture and state-of-the-art technology tools. We started with one prototype classroom, the Ideation Lab, and some adventurous faculty who had participated in the IDEA program. Then we created another prototype classroom in the Bello Center. We also conducted exploration visits to some of the country’s top institutions to gain insights into the design of educational, innovative work spaces.

“A talented, dedicated faculty committee advised on the project, meeting regularly with the architect, project team, and other stakeholders on campus.

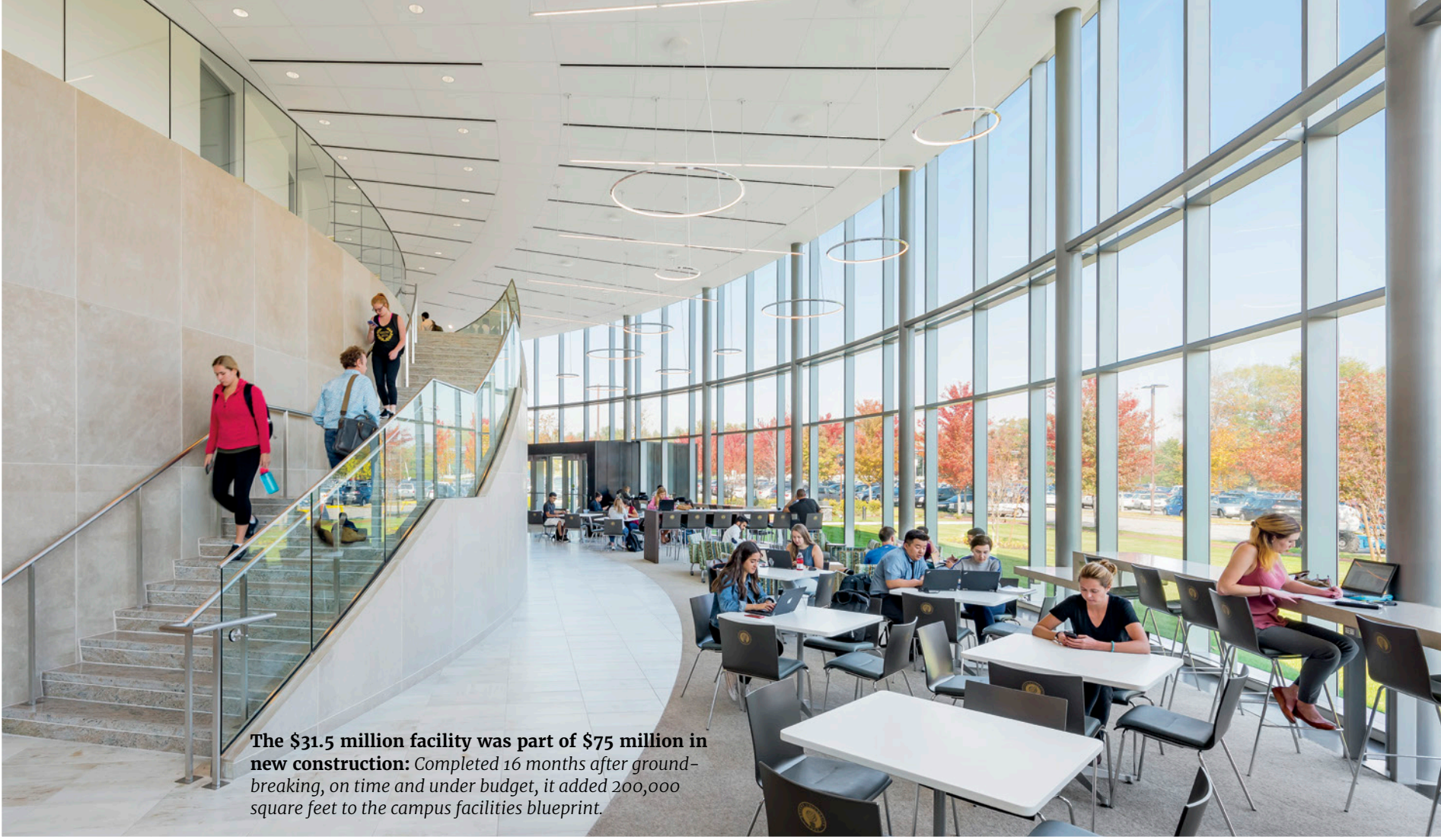
“And EYP Architecture and Engineering’s Kip Ellis did a fantastic job as chief architect for the project, designing a trailblazing facility.”

Ellis recalls his first visit to Bryant. “When I first set foot on campus, I was struck immediately by the incredibly serene and beautiful environment. All the buildings felt like they were inviting me to come in, and I loved the connection of the beauty of the outdoor environment and how the process of going in and out of the buildings was so beautifully interrelated.”

Renowned for designing sophisticated buildings that promoted innovative learning, Ellis said of the AIC project, “The very nature of this endeavor was about the future. And what I found particularly exciting was the desire to innovate and do something entirely new, to be at the forefront of creating an environment that will encourage innovation and new ways of learning.

“One of the more interesting things about the AIC is it doesn’t take a cookie-cutter approach to making all the breakout rooms identical or all the classrooms identical. There’s great variety. There’s variety in the types of furniture, in the amount of technology, in the writing surfaces.





The \$31.5 million facility was part of \$75 million in new construction: Completed 16 months after ground-breaking, on time and under budget, it added 200,000 square feet to the campus facilities blueprint.

“The spirit of Bryant is this open, inviting, and very welcoming feel, so creating the light-filled Innovation Forum space at the center was essential to maintain the character of the place. When I think about Bryant’s beautiful buildings, like the Bello Center, it has many luminous spaces. And it was very inspirational for us. We wanted that sense of light and openness in the new AIC.

“One of the significant design features is transparency. The building has a significant amount of glass inside. Glass is useful not only to transmit daylight through the center rotunda space, through the beautiful, curving glass front façade where you arrive at the building, but the interior walls feature a lot of glass. Why so much? In short, to create both a sense of awareness and connection and to encourage collaboration, because

it’s a see-and-be-seen environment. It encourages you to want to be in the space because you can always be aware of what’s happening. You get a real sense of excitement. When you move through the building, you can always see where your friends are or where a professor is. The glass also gives you a sense of acoustic privacy. As people are talking about ideas, it allows them to raise their voice, get up, get moving, and put energy into the activity. But at the same time, they can see what is happening.

“We learned the importance of creating an environment that supports team-based learning so that groups of students can work together. They might share information on the large screen. Or they might get up from their seats and actually write their ideas on walls or

The Faculty Building Committee for the AIC included: Chair, Michael Roberto, D.B.A., Trustee Professor of Management and Director of the Bryant Center for Program Innovation; Kristen Berkos, Ph.D., Associate Professor of Communication; Jim Bishop, Ph.D., Professor of Mathematics; Allison Butler, Ph.D., Associate Professor of Applied Psychology; John W. Dietrich, Ph.D., Professor of Political Science; Maryella Gainor, M.B.A., Lecturer in Accounting; Jane McKay-Nesbitt, Ph.D., Associate Professor of Marketing; Jack Trifts, Ph.D., Professor of Finance.



map out strategies for a particular challenge that faculty have assigned. The building was meant to provide the maximum flexibility for faculty to evolve the pedagogical content of their courses over time.

“In a way, it’s an entirely new type of building because its primary genesis is the idea of collaboration. And that’s what really distinguishes it from the outset.”

Allison Butler, Ph.D., Associate Professor in Applied Psychology, studies higher education pedagogy. She said, “Serving on the Faculty Planning Committee for Bryant’s AIC opened my eyes to the ways cutting-edge learning environments and instructional technology can support innovative pedagogy to promote deeper student engagement and learning.”

“The AIC is a great catalyst,” noted Bryant’s Director of Faculty Development and Innovation, Edward Kairiss, Ph.D. “Teaching faculty have new opportunities to innovate, experiment, and develop new approaches to graduating the kind of students that are in high demand.” The active, immersive, and collaborative environments in the Academic Innovation Center remove traditional physical and intellectual boundaries, creating a vibrant learning laboratory.

“Environment shapes behavior, so when you change the environment, things change,” explains Michael Roberto, D.B.A., Trustee Professor of Management. “You don’t have to tell people what to do or how to do it. Just create the right space and let ’em play.”

Students play hard in the new AIC space. Leadership skills are developed through practical team experiential learning, design thinking through real-world simulations, rapid prototyping, social entrepreneurship and service learning projects, flipped class delivery, and more.

Classes from Bryant’s College of Arts and Sciences and College of Business use the AIC.

The classrooms are designed to encourage the generating of original ideas and new knowledge. Abundant writable glass, whiteboard surfaces, and moveable furnishings complement smart technology wireless projection, wireless monitors at group collaboration stations, and docks for multiple devices such as laptops, tablets, and smartphones. The innovative learning spaces enable faculty and students to more effectively engage as they access worldwide data, create and share content, and view and critique solutions side by side.



Classrooms in the AIC reimagine what's optimal for teaching and learning: *Instead of rows of seats and a lecture dais that characterized higher education for centuries, AIC classrooms are flexible spaces with modular furniture and state-of-the-art technology*

An aerial photograph of the Beirne Stadium Complex. The image shows a large green football field with white yard lines and numbers. The word "BRYANT" is painted in large white letters on the field. To the left of the field are yellow and white bleachers. In the background, there is a modern building with large glass windows. The text "BEIRNE STADIUM COMPLEX" is overlaid in large white letters across the center of the image.

BEIRNE STADIUM COMPLEX



First named Bulldog Stadium, it was renamed Beirne Stadium Complex on September 24, 2016 in honor of David M. '85 and Terry Beirne.







Beirne Stadium,
originally built in
1999, kicked off a
campaign to greatly
expand campus
athletic facilities.

Early in his presidency, Ron Machtley wanted to add a varsity football program to Bryant's sports lineup — "a change that included hiring a top-notch coach and making Homecoming an event to remember. We wanted to provide something that many students felt was lacking in their Bryant experience — a focus for campus life on autumn weekends and for their growing sense of pride, excitement, and involvement.

"Mark Furtado was my executive assistant," Machtley recalls, "and he was very interested in sports. I said, 'you've got to help me build a stadium.' We hired a firm to build it. I had visualized a stadium that was more like a high school stadium, with 20 rows or so. And I remember going out to the site during construction and thinking, 'holy cow, this thing is going to be big!'

"We announced we'd be playing our first varsity football game in the new stadium the following year, in 1999, and sent out invitations to 36,000 alumni. But, a week before our scheduled first game, the stadium contractor and Mark Furtado came to me and said, 'We've got a problem. We are not going to have the stadium finished in time.' I said: that's not the answer we need, so let's figure out what we need to do."

Brian Britton, Bryant's former Superintendent of Buildings and Grounds, vividly recalls the project. "We were still sodding the fields and bolting together the stands, right up to the minute of the first home game. We worked all through the night; had to buy a lot of pizzas to keep all the workers happy. The crew had come up from the south. Everyone was on 24/7 notice that we had to finish this project on time."

At noon on the day of the game, the electrical panel controls arrived for the scoreboard.

"The building inspector came for the game because he wouldn't give me a permit until he was 100 percent sure everything was done."





In 2007, the Bulldogs hosted their first-ever appearance in the NCAA Division II National Football Championship. *More than 5,000 people poured through the gates to cheer on the Bulldogs as they hosted West Chester in an NCAA first-round playoff game. In the 2008–2009 school year, Bryant became a Division I sports program, joining the Northeast Conference (NEC) for most sports.*

It was one of those just-in-time projects,” Britton recalled. “The next day we had the football game. And the turf was coming up in chunks as the game was going on, because it hadn’t rooted yet. I was sending my grounds crew out to fill in the divots.”

Machtley recalls the happy ending: “We played Assumption and won 30 to 14. So then we had Bulldog T-shirts made that said, ‘Undefeated since 1863.’”

First named Bulldog Stadium, it was renamed Beirne Stadium on September 24, 2016, in honor of David M. ’85 and Terry Beirne.

With a seating capacity of 4,400, the stadium has a design more often seen in larger stadiums, ensuring excellent sight lines and maximum comfort for spectators. A 3,200-seat permanent bleacher provides the backdrop for the home side of the field, while 1,200 seats are available on the visitors’ side.

In addition to serving as home of Bryant football, Beirne Stadium occasionally hosts the school’s men’s and women’s lacrosse and men’s and women’s soccer

teams. These teams have their own game fields that include a turf complex and well-manicured grass playing surfaces with smaller stands.

The Bulldog football locker room is a spacious facility designed to give Bryant players a comfortable team room, complete with high-definition televisions and a contemporary sound system.

Recent renovations include improvements to the field hockey locker room, and construction of new team locker rooms for men’s and women’s lacrosse and women’s soccer.

The stadium complex includes a new state-of-the-art strength and conditioning center, and an athletic training center. Beirne Stadium also has a press box, which contains booths for home and visiting coaches, and ample work space for game personnel and visiting media.

The stadium has hosted various conference championships and several Rhode Island high school state championship games.



ATHLETICS

214 PROLOGUE

217 HIGHLIGHTS

240 INTERVIEW WITH BILL SMITH



PROLOGUE

ATHLETICS

"...Bryant's nationally recognized programs, stunning facilities, and a roster of impressive coaches helped attract top high school athletes from around the country."

Bryant's athletics program developed in numerous ways during this 30-year period – adding new sports, fields and facilities entering Division I competition and inspiring much greater student participation.

When President Ronald K. Machtley took the reins at Bryant in 1996, he had a bold vision for the future of athletics. He envisioned athletics as part of a direct tactical approach for increasing enrollments, enhancing student/alumni life, and developing a brand for Bryant outside of New England. In the years following the implementation of his strategic plan, Bryant's nationally recognized programs, stunning facilities, and a roster of impressive coaches helped attract top high school athletes from around the country. The results were very positive: strong graduation rates, outstanding academic honors of student-athletes, and a big boost to enrollment.

The first Athletics Director under President Machtley to help lead this strategic initiative was Dan Gavitt, now head of all basketball operations at the NCAA national level.

This chapter shares some highlights of Bryant athletics throughout this era. We will time-travel through the years, revisiting changes and memorable achievements by individuals and teams. We will see that





record of accomplishment reflected in Bryant's Athletics Hall of Fame. And we'll get insights about the athletics program from a conversation with William "Bill" Smith, Bryant's Director of Athletics for the last half of this transformative period.

Winning in sports is scored in multiple ways, but here are some of the most important benefits of Bryant's multifaceted athletics program:

WELLNESS – students are in better health now, thanks to many new facilities and fitness programs.

SOCIAL BONDING – great friendships are made through Division I competition, club sports, and intramural participation.

SCHOOL SPIRIT – athletic events generate pride and bring community members closer together.

BRANDING – Bryant University is more widely and favorably known through its varsity sports.

RECORD-BREAKING SUCCESS – teams and individuals continue to set and celebrate new records.

ACADEMICS – students achieve more academically when they are physically active and energized.

GRIT AND DETERMINATION – through athletic contests, students learn the qualities and skills of leadership and teamwork. And they learn how to fail, which is a critical factor for future success.

In addition to adding new athletic facilities over the last 23 years, Bryant increased the number of sports it offered. In 1999, Bryant fielded its first varsity football team and launched the inaugural season of field hockey as an intercollegiate sport. Men's lacrosse was added in 2000, followed by women's lacrosse in 2002. Intramural and club sports also increased, providing the entire student body the chance to compete outside the NCAA.

BILL SMITH

ATHLETICS DIRECTOR

For the last half of this 30-year period, Bill Smith has been Bryant's Director of Athletics. He came to Bryant from Iowa State University where he was a senior associate athletic director. When he was a student at Colgate University, he played football and lacrosse. After graduating, he went to Wagner College and started coaching. After coaching for two years he left to go to law school, then returned to college athletics.



"I remember driving onto the Bryant campus for the first time, and it was absolutely beautiful," Bill Smith recalled. "I was impressed immediately, and even more so when I sat down with President Machtley. His vision and passion for not only the athletics department, but the entire university, really stood out.

"The subject of possibly moving up to Division I was never discussed during our interview and when I accepted the position, President Machtley was clear that there would be no guarantee. But we worked together during my first year putting together a very detailed analysis of what it would take for Bryant to move up to Division I and if we would be able to be competitive.

"Bryant had enjoyed tremendous success competing at the Division II level. My predecessor, Dan Gavitt, left the department in great shape, with teams winning conference championships and going to the NAACs. Bryant was winning nearly 80 percent of its competitions during my first year. We did an in-depth analysis of all 22 varsity sports programs, coaching staff and needs, and facility needs. Since there were so many factors and since it would be such a big move, we needed to put together a long-term strategic plan.

"It started with an exploratory year. During the transition period our teams were playing against Division I opponents; however, we were not eligible to qualify for any conference or NCAA championship during those four years. This is where I give my coaching staff and our student-athletes all the credit in the world. The student-athletes on our teams during the transition — knowing they wouldn't be eligible for postseason championships -- still went out and competed and helped us build the foundation of their programs' success for the future in Division I.

"One of the most important parts of our strategic mission is the development of leaders. Our coaches are outstanding — not only in their knowledge of their sport, but in their ability to recruit student-athletes who are not just outstanding athletically and academically, but are leaders both on and off the field.

"Over these last three years, our student-athletes eclipsed the general student body GPA. With the exception of one semester, our average team GPA has improved every semester since we made the decision to move to Division I. That shows that we accomplished what we set out to do — not just to succeed in athletic competition, but to do it in the right way."



HIGHLIGHTS

IN BRYANT ATHLETICS

In 1994, the bulldog became the official logo/mascot of Bryant's athletic teams. The bulldog was suggested by Protestant Chaplain Philip Devlin (aka Rev. Dev), whose own English bulldog, Lester, served as Bryant's unofficial mascot for many years. The bulldog is a popular mascot because it symbolizes a team's tenacity and ferocious dedication.

1996-97

The nationally-ranked golf team continued its unprecedented success, capturing its 14th conference in 16 years. Senior Ray Issler won the NE-10 Player of the Year Award for a record-setting fourth consecutive season, and the Guy Tedesco Award, given to the top college golfer in New England.

Two-sport athlete Kristin Regan earned the Bryant College Female Athlete of the Year Award. A captain of both the basketball and softball teams, Regan averaged 9.3 points and 8.4 rebounds on the hardwood and batted .341 on the diamond.

The baseball team registered back-to-back, 20-win seasons for the first time since 1985-1986. Five Bulldogs made the all-conference squad and two senior relief pitcher Chris Baldwin and senior shortstop Vic Donato – were named to the American Baseball Coaches Association All-Northeast Region Team.

Two members of the women's cross-country squad earned post-season accolades. Freshman Nikki Rogers was the NE-10 Freshman of the Year, a first-team all-conference choice. Sophomore Michele Mottola was named to the all-conference second team.



In 1998, Earvin “Magic” Johnson showed his support of Bryant’s new football team. One of the greatest NBA players of all time, Johnson addressed a crowd of students, alumni, trustees, staff, and high school students. He was the first speaker in Bryant’s new Trustee Speaker Series.

1998

The Bulldog football team played an exhibition schedule its first year, and surprised opponents who anticipated a weak first-year team. The team exceeded the expectations of even head coach Jim Miceli, who told *The New York Times*, “Sometimes you get crazy thoughts like maybe we could actually have a winning season.” The Bulldogs finished the season with 2 wins, 5 losses.

Marcie Monaco '99 and Monica Carnevalini '99 led the women’s volleyball team to a 20-win season, the sixth time in seven years the team posted that many victories.

On the soccer field, Bryant men had their best season in five years. Led by goalies Dan Kane '00 and Brian Nemet '01, the Bulldogs were the number-two seed in the Northeast 10 tournament. And one of the most prolific scorers in Bryant soccer history, Kathy Harrison '99, broke a 12-year school scoring record with 12 goals, as well as the school record for points in a season (12 points).

The men’s and women’s track and field teams shattered 15 school records over the course of a stunning season that concluded with nine students – the highest number in the program’s history – qualifying for the New England Track and Field Outdoor Championships. High points of the season including Jeff Backstrom '02 soaring over the previous triple-jump record of 43'05”

by more than one foot, and fellow freshman Mark Silverman – who already held school records in the 55-meter and 100-meter dashes – adding a third accolade to his name by running the 200-meter dash in just 22.20 seconds (and breaking Bryant’s oldest athletics record of 22.24 seconds set in 1950).

The baseball team landed their first post-season tourney title, winning the Northeast-10 Conference tournament championship after capturing the 1998 regular-season championship.

2000

The men’s golf team won its second straight Northeast-10 championship. That was the first of three tournament wins for the program, landing the top spot at the New England Division II championships. Bryant also competed for the first time in women’s golf, with a young Bulldog squad showing great promise against some of the Northeast’s toughest competition.



President Machtley with Dan Gavitt, former Bryant Director of Athletics and Recreation, who is currently the NCAA's Vice President for men's basketball championships.

In 2000, Bryant's Field Hockey Team was in its second year as a Division II varsity squad. Coach Coni Fichera gave her all to building the team, and with an influx of new players the team nearly doubled in size.



In 2000, Scott Paltos became the first Bulldog to join the NFL. A transfer from Georgetown, he was 5' 11", 250 pounds and, as a senior, became Bryant's starting fullback. Invited to the minicamp of the New York Giants, he became the first Bryant student to ink a professional football contract. He later played with the Oakland Raiders, as well.

2001

The Northeast-10 Conference announced that Bryant College women's soccer coach Chris Flint and men's soccer coach Seamus Purcell were named 2001 coaches of the year in their respective sports. The awards highlighted a significant presence for Bryant on the women's and men's all-conference teams.

2004

Bryant's women's field hockey team won the Northeast-10 Conference regular-season title and made it to the NCAA tournament for the second consecutive year. At the Northeast-10 field hockey awards banquet, senior Heidi Chirigotis '04 was named 2003 Northeast-10 Player of the Year after leading the nation with 27 goals that season.

The women's volleyball team turned in a record-breaking season with an undefeated Northeast-10 regular-season. The team won a school-record 37 matches that season and qualified for the NCAA tournament for the fifth consecutive year. Head coach Theresa Garlacy was named the Northeast-10 Conference Coach of the Year as the Bulldogs swept all conference postseason honors for the first time.



In 2006, William “Bill” Smith was appointed Director of Athletics, succeeding Dan Gavitt. Smith is pictured with his wife, Maura. He inherited an athletics program that had enjoyed tremendous success, having sent several teams and individuals to NCAA championships and winning two consecutive Northeast-10 Conference Presidents’ Cup trophies. “The foundation for success is here,” said Smith. “There’s a strong commitment to academics and athletics.”



In 2004–2005, the Bulldogs won the Northeast-10 Conference President’s Cup Trophy for the second straight year. Bryant claimed team conference titles in three sports: women’s volleyball, women’s tennis, and men’s golf, while the women’s softball team won its first-ever conference tournament championship in the spring. Men’s tennis finished second in the final standings, while softball, men’s lacrosse, and women’s lacrosse all placed third.



The 2004–2005 men’s basketball team was honored at the Rhode Island Statehouse. During its run through the NCAA Division II tournament, the Bulldogs captured the hearts of Rhode Island in their quest for the school’s first national title. The team won a school-record 25 games in 2004–05, led by junior regional All-American John Williams ’06 and Mike Williams ’04, the Northeast-10 Conference Defensive Player of the Year.




In 2006, Lorenzo Perry '07 shattered Bryant's rushing record. The Bulldog football team ran to an impressive 7-3 record, setting a new school record for wins in a single season, as well as establishing 29 new team records and 39 individual records. Under the direction of second-year coach Marty Fine, the Bulldogs passed for a school record 1,993 yards. Lorenzo Perry shattered the school rushing record with 1,335 yards and a record 17 touchdowns for the season.

MIKE PRESSLER



In 2006, Bryant coach Mike Pressler ushered in a new era of Men's Lacrosse. Pressler arrived at Bryant after 16 seasons at Duke University. During his tenure, the Blue Devils were one of the premier teams in the United States while boasting a 100 percent graduation rate. He left in the wake of Duke's lacrosse-player crisis, where allegations against three student athletes later proved to be baseless. When it was announced in August 2006 that he'd lead Bryant's lacrosse team, Pressler told the media: "For this program and this athletics director to step up and make this happen for me and my family, I'm very, very indebted and very grateful. Now it is up to me to go out there and deliver." And deliver he has. In his first year, the Bulldogs captured their first Northeast-10 Conference regular-season championship with an undefeated 9-0 record in league play, and posted an impressive 11-4 overall record for 2007.



In 2008, Hafiz Greigre '07 was named the NE-10 Athlete of the Year. On the track, the junior sprinter earned the honor by winning both the 100-meter and 200-meter dash races. A week later, Greigre became Bryant's first-ever New England Track Champion by winning the men's 400-meter dash in a school-record time of 47.37 seconds.

2008



Delia Glover '09 was named Bryant's Female Athlete of the Year, a two-sport standout in volleyball and women's lacrosse. "At first I was aghast at the possibility of going to Division I because I wanted another championship," she explained at the time of the transition, "but then as the season got going, my attitude completely changed. When you're in there playing, you rise to the level of your competition."

2009



In 2009, Jason Thresher '10 was named the NEC Golfer of the Week three times. Perhaps his biggest triumph was a first-place finish at the New England Championships on Cape Cod, carding a round of 68 on the final day to take top honors.



On the eve of the annual Army-Navy football game, Bryant president Ronald K. Machtley joined a special early morning workout with the Reserve Officers' Training Corps (ROTC). Bryant is one of more than 300 colleges in the U.S. that offer voluntary military training through the ROTC program.

In 2010, Bryant lacrosse coach Mike Pressler led Team USA to victory. After nearly two weeks of grueling competition at the FIL World Championships in Manchester, England, Team USA walked away with the gold. The U.S. won the championship match with a 12-10 victory over Team Canada. Pressler wasn't the only participant with Bryant ties in the championship — he was joined on the field by former Bulldog assistant coach Matt Zash, who scored four goals in the Championship game. Former Bryant captain Zack Greer '09 MBA finished as the leading scorer for silver medalist Team Canada. And Evan Roberts '11 played in the tourney for Team England because of his dual citizenship.



2010



"TUPPER"

Ironclad Tupper I became a member of the Class of 2010. When the Class of 2010 surpassed their fundraising goals, President and Mrs. Machtley were so impressed that they purchased and gifted to Bryant a white English bulldog in the honor of the class. Ironclad Tupper I was born January 13, 2010, at Ironclad Kennels in Raynham, MA. As a full member of the Class of 2010, he received an honorary degree in "obedience and character" during Commencement ceremonies.

2010

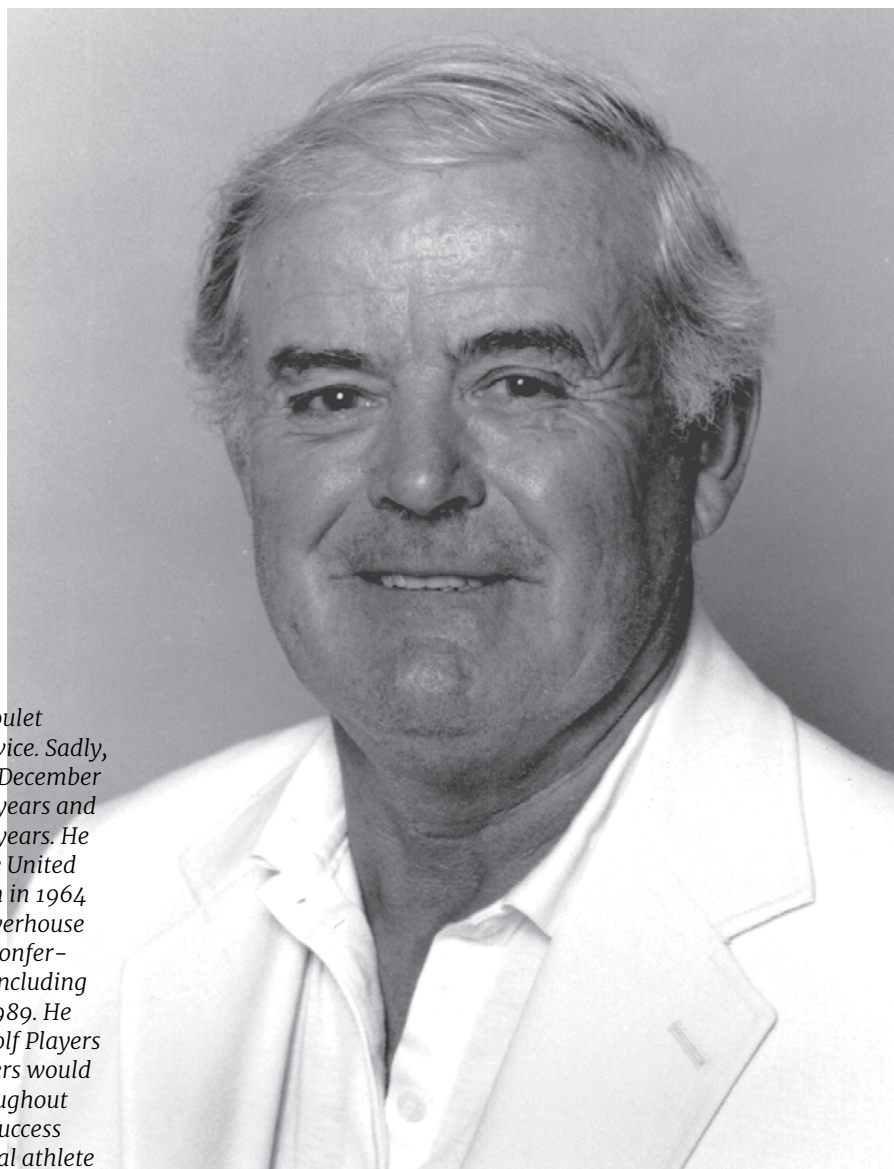






2011

Bryant's legendary golf coach Arthur "Archie" Boulet retired in 2011 after a remarkable 47 years of service. Sadly, the beloved coach and professor passed away on December 15, 2018. Boulet was a professor of science for 38 years and served as Chair of the Science Department for 19 years. He was one of the most successful golf coaches in the United States. He founded Bryant Men's Varsity Program in 1964 and directed it for 47 years, building it into a powerhouse program. He guided Bryant to 20 Northeast-10 Conference titles and 11 New England Championships, including a string of 15-straight appearances from 1974-1989. He coached 23 All-Americans and 7 New England Golf Players of the Year. Twenty-four of Boulet's former players would work as head or assistant PGA professionals throughout the country, while several former players found success competing at the professional level. An exceptional athlete himself in football, baseball, and golf, Boulet holds the distinction of having been selected to receive eight separate Hall of Fame honors, including the National Golf Coaches Association of America. Archie Boulet is a charter member of the Bryant Athletics Hall of Fame.





In 2011, for the first time in Bryant history, the field hockey team entered Division I postseason play in the Northeast Conference semifinals. The Bulldogs clinched the third seed in the NEC after winning seven of its last nine games. The year's historic team included a trio of All-Northeast Conference selections, earning the program's first-ever first team all-conference recognition. Senior Brittany Glenn and juniors Courtney Landi and Katherine Andrusin were named to the all-conference second team, posting the most all-league picks for the Bulldogs since Bryant joined the Division I ranks. Glenn and sophomore Chiedza Mawema tallied another Bryant first when they were named to the 2010 NEC All-Tournament Team.

In 2012, the women's swimming team set four conference records and broke seven Bryant records at the Northeast Conference Championships. The team placed fourth at the meeting in Cambridge, MA. Casey Ostrander '13 was named conference Swimmer of the Year and Swimmer of the Meet, both for the third year in a row. Bryant's 400 freestyle relay team (pictured): Casey Ostrander, Mara Valenzuela '15, Taylor DeBever '14, and Kaitlin Buckley '14. They received gold medals for a performance that set a conference record.





In 2012, men's lacrosse generated excitement after earning its first-ever national ranking. The team was ranked No. 19 in the Nike/Inside Lacrosse Media Poll. "When you see your team on the ticker on ESPN, there's nothing like it," said Coach Mike Pressler. The top goalie in Bulldog lacrosse history, Jameson Love '12, was named Northeast Conference Defensive Player of the Year, All-Conference First Team, and the NEC Tournament Most Valuable Player.

In 2013, the men's basketball team was heralded as "a Cinderella team that's the most improved in the country," by the Providence Journal. The team was selected to compete in the 2013 College Basketball Invitational (CBI), following one of the most impressive turnarounds in NCAA history, finishing second in the NEC standings and qualifying for postseason play in the program's first campaign with full Division I eligibility.

2013





2014

Any lingering doubts about whether Bryant truly belonged in NCAA Division I were put to rest on May 14, 2014. On that day, the Bulldog men's lacrosse team shocked the sports world by beating #2 seed and 11-time national champion Syracuse University 10-9, in Syracuse's fabled Carrier Dome in the quarterfinals of the NCAA tournament. By pulling off what many called the biggest upset in tournament history, Bryant sent a message: The Bulldogs have arrived.

In the previous two seasons, Bryant's athletic teams notched more than 350 victories and appeared in 10 NCAA Division I Championships. Bryant's student-athletes were rewarded both years with the Northeast Conference Brenda Weare Commission's Cup trophy, awarded to the top institution in the conference based on athletic success.

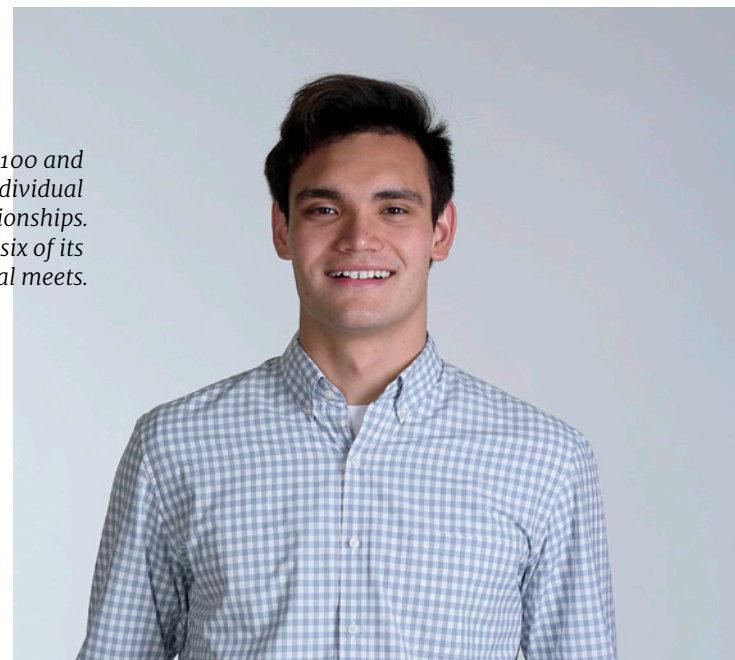
2014

In 2014-2015, women's basketball netted their first-ever NEC regular season title. Breanna Rucker '16 was NEC Player of the Year, making 22 double-doubles for the season. The Bulldogs had a historic season, which featured their first-ever regular season title, a program-record tying 22 wins, and a program-record 14 NEC wins.





Ben Schulte '18 set school records in the 100 and 200 breaststroke and in the 200 and 400 individual medleys at the AT&T U.S. National Championships. The men's swimming and diving team won six of its nine dual meets.



2015

Volleyball standout Natascha Scarff '18 was a five-team winner of the Molten/NEC Volleyball Rookie of the Week award. She helped lead the team to a 7-7 record in the conference. Outside hitter Elena Lohr '15 posted her 15th career double-double in her final collegiate match.





In 2016, Bryant baseball won a program record 47 games — posting the highest winning percentage and most wins in the country. In securing a spot in the NCAA tournament for the third time in four years, the Bulldogs became the first Northeast Conference team to earn a No. 2 seed. They also captured their fifth consecutive regular season NEC championship and won the conference tournament for the third time in four years. The historic season was capped with head coach Steve Owens being named Coach of the Year by the NEC and the Eastern Collegiate Athletic Conference. The team was led by outfielder Matt Albanese '17 who, after putting together one of the best offensive seasons in program history, was selected in the seventh round by the Minnesota Twins in the Major League Baseball Amateur Draft. The highest drafted position player in school history, he hit .366 with 13 doubles, 11 home runs, 52 RBIs and 56 runs scored — despite missing the final 10 games of the year with an injury.



ESPN: “Julia Flynn is college volleyball’s most creative player.” ESPNW.com’s Matt Eisenberg wrote in 2017 that Bryant junior Julia Flynn used “almost every part of her body from head to toe – literally – to save a point.” Flynn’s team was one of 149 Division I teams earning the AVCA (American Volleyball Coaches Association) Team Academic Award for the 2016–2017 season. That marked the fourth consecutive year the scholar-athletes on the team won the award.





in 2018, the women's swimming and diving team won the Northeast Conference championship for the first time in program history. They finished first in the four-night event with a total of 793 points, besting second-place Wagner by 55 points. Bryant coach Katie Cameron said, "I have never been prouder of a group of girls in my 20 years of coaching. This team is so resilient and passionate, and to be able to win this is an incredible feat." Bryant became just the third team in the NEC meet's history to win all five relays and the first since 2008. The Bulldogs broke 10 school records in the meet and three NEC meet records.



Bryant's men's tennis team joined elite company in April, 2018, winning its fifth-straight Northeast Conference championship. Bryant became the first program in school history to win five straight tournament titles and just the third program in NEC history to win five titles. The Bulldogs swept the three major NEC post season awards for 2018: Matt Kuhar '18 was named Player of the Year, Wilson Dong '21 was tabbed Rookie of the Year, and Ron Gendron won Coach of the Year honors. For Gendron, this was his league-record sixth-straight NEC Coach of the Year recognition.

2018



"TUPPER II"

A cheering crowd of students, faculty, and staff welcomed the University's new mascot, Tupper II, a 12-week-old English bulldog, in April of 2018.



VARSITY ATHLETICS

Bryant is home to 22 NCAA Division I varsity athletics teams and is a two-time winner of the Commissioner's Cup, which is presented annually to the best overall athletics program in the Northeast Conference. In 2018-2019, the last school year in this 30-year period, there were 538 Varsity Student-Athletes – 202 females and 336 males.

Men's Varsity Teams

Baseball
Basketball
Cross Country
Football
Golf
Lacrosse
Soccer
Swimming and Diving
Tennis
Track and Field (indoor and outdoor)

Women's Varsity Teams

Basketball
Cross Country
Field Hockey
Lacrosse
Soccer
Softball
Swimming and Diving
Tennis
Track and Field (indoor and outdoor)
Volleyball

INTRAMURAL SPORTS

In the last school year, there were 250 Intramural Teams with 2,093 participants.

Basketball
Dodgeball
Field Hockey
Flag Football
Floor Hockey

Soccer
Softball
Volleyball
Wiffleball

CLUB SPORTS

In the last school year in this 30-year period, there were 13 Club Sports with 337 participants.

Cheerleading
Dance
Karate
Men's Ice Hockey
Men's Lacrosse
Men's Rugby
Men's Volleyball

Racquetball
Squash
Tennis
Ultimate Frisbee
Women's Rowing
Women's Rugby

GROUP EXERCISE

Advanced Evolution
Beginner Tai Chi
Cardio Sculpt
Dance
HIIT
Karate
Kettlebells
Kickboxing
Mixed Martial Arts

Power Yoga
Rowing
Spinning
Stretch and Tone
Swimming
Velocity Dance
Yoga
Zumba







244 PROLOGUE

250 BRYANT GOES GLOBAL

252 WORLD TRADE DAY

254 SOPHOMORE INTERNATIONAL EXPERIENCE (SIE)

256 STUDY ABROAD

258 CHINA

261 CONFUCIUS INSTITUTE

266 BRYANT ZHUHAI

268 4MILE PROGRAM

269 INTERNATIONAL BUSINESS DEGREE PROGRAM

272 MODERN LANGUAGES

273 INTERNATIONAL RECRUITMENT

INTERNATIONAL

PROLOGUE

INTERNATIONAL

In 2015, Bryant opened a campus in China, Bryant Zhuhai, a joint venture with the Beijing Institute of Technology. The entire four years of this program would be taught in English, mirroring the Bryant Smithfield curriculum. Students graduating from this program would receive two degrees: one from Beijing Institute of Technology Zhuhai and one from Bryant University, USA. Only three other U.S. schools offer such a program.



Bryant's decision to "go global" was not sudden. The process started in the 1990s when Bryant president William Trueheart and some of his administrators began developing ties with overseas institutions, along with a multipronged strategy for international outreach.

President Ron Machtley pressed on the accelerator. He and his executive team saw the need to go global as an imperative for survival and success in an increasingly interconnected world. But they also realized — and the Board concurred — that Bryant could not, as a small school, be everywhere around the globe. They needed to focus and prioritize. They chose China as the first point of concentration.

They also decided that Bryant students needed to go abroad, and the administration needed to recruit more international students. Thus, "international engagement" was a cornerstone of Bryant's bold strategic plan, *Vision 2020: Expanding the World of Opportunity*.



Implementing this plan, Bryant began to make impressive progress. Students learned more about global affairs in class and about other cultures through Study Abroad. The University forged partnerships with leading institutions in other countries. And Bryant expanded on-campus resources for studying, and working with, international businesses.

In the years that followed, Bryant became a leader in international education.

In 2005, Bryant established the U.S.-China Institute on campus. That same year, Bryant entered into an educational partnership with the China University of Geosciences in Wuhan Province.

In 2006, the Confucius Institute opened at Bryant. Dedicated to promoting Chinese language and culture, it was the first China-funded institute in southern New England.

In 2007, Bryant launched the transformative Sophomore International Experience. Students travel to eight different countries around the world.



In 2008, Bryant created the International Business major, which became one of the University's most popular majors.

In 2009, Bryant became the first college in North America to create a dragon dance team, a dance troupe that has won major awards in international competition.

In 2010, a Bryant alumni delegation visited sites in Beijing, Chongqing, and Shanghai, China.

In 2013, MBA students in Bryant's first graduate Global Immersion Experience traveled to Chile, meeting with senior executives at International firms.

In 2015, Bryant opened a campus in China, Bryant Zhuhai, a joint venture with the Beijing Institute of Technology. The entire four years of this program would be taught in English, mirroring the Bryant Smithfield curriculum. Students graduating from this program would receive two degrees: one from Beijing Institute of Technology Zhuhai and one from Bryant University, USA. Only three other U.S. schools offer such a program.



Bryant Zhuhai was the University's most ambitious stand-alone international academic initiative. And it affirmed three components of Bryant's international philosophy: One, global learning is essential. Two, international experience and cultural understanding are key pillars of a Bryant education. And three, China is a cornerstone of Bryant's international strategy and the global economy.

"All business is international because what happens in one part of the world affects what happens in another," said Madan Annavarjula, Ph.D., Dean of the College of Business and Professor of International Business.

Looking back on Bryant's progress in going global, it seems there were four keys to success: Vision. Ambition. Collaboration. Determination.

VISION

In the 1990s, Bryant administrators, trustees, faculty, staff, students, and alumni increasingly realized that there was a vast world beyond New England, beyond the United States ...and that world beckoned. It enticed admission staff who wanted to attract students from abroad. It challenged the faculty who had constant reminders that their subject matter was inadequate if they didn't also impart knowledge — and even arrange

for real-world, firsthand experience for students — about the cultures of other countries, international commerce, and global challenges that require global solutions.

Carol Word Trueheart, wife of President William Trueheart, became the first official international student recruiter of this new era.

In 1998, a new Bryant assistant professor of science and technology arrived in Smithfield with a new vision. Hong Yang, Ph.D., proposed a course on environmental studies in China that would include an optional three-week summer travel component. "I think it was my first month on the campus," he recalls. "I went to President Machtley's office and said, 'I have this idea.' And he gave me a seed grant for \$5,000. That was everything to get started. A few months later, *The Archway* announced: 'Bryant Adds New Course, New Minor' for an 'Environmental Study in China.' The next year, 1999, I recruited 15 students and we went to China. It was a great program. And that's how things got started."

In 2004, Machtley had the idea of creating a U.S.-China Institute. Yang was on the search committee. They interviewed many candidates, but Machtley wasn't satisfied. Toward the end of the process he asked Yang: "Would you like to serve?" Yang accepted and led the way in establishing the U.S.-China Institute, and the year after, its cultural division: Confucius Institute.

AMBITION

In his first year as Bryant's president, Ron Machtley directed that the design of the new entranceway to the campus would include a symbol on top of its new signage: a large globe. That was more than a mere signal that Bryant aspired to reach out to the world; it demonstrated that the institution was absolutely committed to going global. There was no turning back. The globe and the entrance sign became the official logo of Bryant University.

Machtley's executive team was ambitious about creating programs that would prepare students to gain a global perspective and acquire skills needed in global competition. They saw the explosive growth of China's economy as an opportunity, and made China the cornerstone of Bryant's international strategy. In 2005, the University's vice president for academic affairs, V.K. Unni, explained, "Bryant is better positioned than most other American universities to participate in China's transformation because we have already built relationships on many levels."

Yang recalls that "by 2002, we realized we should look beyond our China plans. My slogan was, 'From China to the world.' We needed to do a lot of management in China, but we didn't want to stop in one country. That was the idea behind creating this new division of International Affairs." Yang became the first vice president for that new division.

"In addition to China, we're looking at other promising areas," said Yang. "South America or Latin America for a number of reasons, including that demographically, in the U.S., the Spanish speaking population is becoming increasingly larger. And when you think of New England, we have European connections, by heritage or commerce, so we can go in that direction, as well."

COLLABORATION

It's one thing to have a vision and a driving ambition to fulfill it, but it's equally necessary to have effective collaboration by those who must execute the plan. When the ultimate goal is as great as this one was – turning a regional business college into an institution that could attract international students, international resources and international recognition – collaboration was essential. Faculty, in particular, had to be collaborative in creating new degree programs, designing interdisciplinary courses, and going overseas to make new contacts and do research.

That higher level of collaboration happened at Bryant. And it could not have happened without tremendous good will, talent, patience, and dedication.

David Lux, Founding Dean of the College of Arts and Sciences, and the Founding Dean of Bryant Zhuhai, recalls the challenge he faced in building a faculty in China. "How do you build a faculty 8,000 miles away and carry the DNA from the Bryant culture? The Bryant culture really is student-centered, and it is focused on the development of the whole student as the secret to successful students. At the beginning you're really creating something out of nothing over there. But it's difficult to overstate the support I got from staff here – in Human Resources, in IT, in the Learning Center. And I got a lot of support from the faculty."

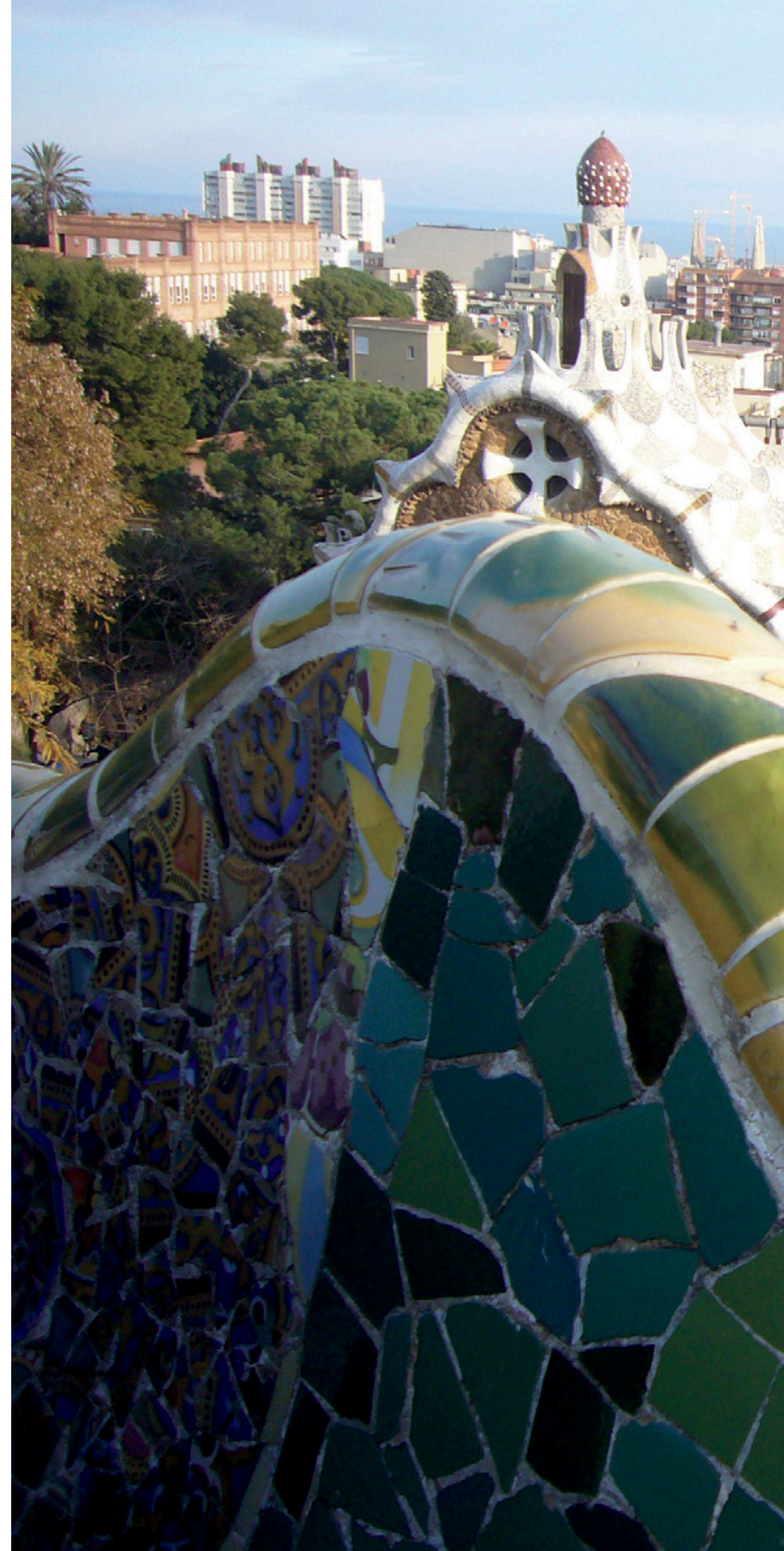


DETERMINATION

In launching new international initiatives, the faculty, administrators, alumni, students, and staff rose to the occasion – going above and beyond expectations to conceive and carry out new programs. President Machtley expressed that determination in 2005 when he wrote this conclusion of a “President’s Message” in *Bryant Business* magazine:

“By offering a mix of courses in language and culture, industrial psychology, and practical sociology, along with a fundamental business core, Bryant creates an ideal learning opportunity for our students to get a head start on careers that will inevitably take them into areas where they have to know another national context – even if they never leave New England. And these opportunities are not just in the classroom: with an international residence hall, internships abroad, professors and students from around the globe, and affiliate and exchange relationships with universities in China, the European Union, and Latin America, Bryant is positioned to offer students of today and tomorrow the kind of experience they will need to be successful in a world that grows ever more interdependent. We’re proud to be on the forefront of this new internationalism – and determined to stay there. Our students deserve nothing less.”

Going global was, and continues to be an enormously important part of Bryant’s transformation. Its success made the University a more diverse and talented community, with brilliant new faculty and students, new resources, and new facilities — and a renewed sense of optimism and purpose.





BRYANT GOES GLOBAL

FOCUSING ON INTERNATIONAL PROGRAMS

Opening the Center for International Business represented a major expansion of Bryant's international business outreach and academic programs. In 1999, it incorporated the Export Assistance Center building and its programs: the International Trade Data Network (ITDN), the World Trade Center, and the new Country/Industry Program.

In 2000, the center was named after the late Rhode Island U.S. Senator, John H. Chafee, a longtime advocate of world trade and the benefits of opening new markets to U.S. businesses.

The John H. Chafee Center for International Business (CCIB) provides comprehensive international trade services to help businesses expand into world markets. Through global market research, corporate training, and strategic consulting, the Center helps local, regional, and national companies get their products and services to more customers in more places around the world. The CCIB has a network of strategic partners around the world, in-house staff, a team of international specialists, and student researchers from Bryant and other universities and colleges.

Every year the Chafee Center assists more than 200 companies locally and regionally by providing: international market research; market entry strategies for countries around the world; assistance in developing international channel partners; assistance in developing global pricing models; SWOT analysis (Strengths, Weaknesses, Opportunities and Threats); International business plan writing; and assessment of a company's global supply chain strategy.

The John H. Chafee Center provides companies and government agencies with comprehensive, indepen-

dent research. Such reports are used in a wide range of activities, covering areas such as economic planning; measuring the impact of existing or planned regulations; solving budget problems; making best use of local, regional or national resources; determining best markets; taking advantage of emerging opportunities in clean energy and high technology; improving and expanding infrastructure; and determining new export opportunities.

In addition to providing international business consulting services, the Center works with Bryant's International Business program to partner with regional firms that want to expand globally – some for the first time and others that want to move to the next level in exporting their products and services. Working in partnership with the Chafee Center, students enrolled in Bryant's International Business (BSIB) program work in teams as part of the senior year IB practicum to study these firms, conduct market research, and develop strategic plans to help the firms achieve their international goals.





In 2018, Bryant's long-time Chafee Center director Raymond W. Fogarty '79 passed away. Bryant President Ronald Machtley said Fogarty's work at the Chafee Center was "instrumental in providing businesses with the resources to embark in international commerce." On behalf of the Center in 2016, Fogarty accepted the President's "E" Star Award for Export Service from U.S. Secretary of Commerce Penny Pritzker, the highest recognition any U.S. entity can receive for contributing to the expansion of U.S. exports.



WORLD TRADE DAY

Every year Bryant University hosts World Trade Day, one of the largest and most respected international trade conferences in the Northeast. More than 500 managers and executives attend.

Presented by the John H. Chafee Center for International Business, World Trade Day features keynote speakers, workshops, panel discussions, networking opportunities, and resources to help people grow their companies.

In 2017, the theme was “Connecting the World Through Global Business,” focusing on the interconnectedness of world economies and how trade policies affect global markets and individual businesses. Speakers and workshops explored global economic and geopolitical dynamics, corporate infrastructures, and supply chain trends.



In 2018, the theme was “Technology in Global Trade,” with the focus on innovations in manufacturing, including robotics, drone, and other tech advances. Attendees learned about the use of Big Data and analytics that drive strategic decision making, as well as ethical concerns in data mining practices. There was also extensive discussion of block chain technology, cybersecurity, and global logistics.





SOPHOMORE INTERNATIONAL EXPERIENCE

The Sophomore International Experience (SIE) created a new model for students to study abroad.

SIE offers sophomores short-term experiential learning in seven countries. It begins the semester before departure with an introduction to cultural norms, historical reading, language study, and art appreciation. The course culminates with a two-week trip led by faculty and staff, during which students experience another country's culture and learn how businesses operate globally.

The first SIE was in 2007 when 30 Bryant students and four professors traveled to China. But the idea of the program began with an earlier trip to Italy. President Machtley and his wife, Kati, David Lux, Tom Eakin and his wife, Marj, and Father Joe Pescatello traveled with 30 students. Machtley recalls, "Originally I thought, let's have them just go up to the hill towns. I imagined it could get crazy if we had to get 30 kids up in the morning, leave the hotel, and get on a bus to go to city after city. David Lux knew Italy, and said, let's just have two cities. So we picked Rome and Florence. And we'd take side trips; that way, students could really get to know the city, subways, and places. That became the prototype for what we do now. SIE became a really popular program. We've gone to Spain, England, France, Germany, Italy, South Africa, Panama, Costa Rica, Ecuador, China, Singapore, Malaysia ... There are groups of about 35. Kids who might not have ever traveled outside the U.S. realize, 'yes, I can do this; I can go abroad.'"





Since its inception, more than 2,500 sophomores have taken part in the intensive three-credit course.

Students and alumni often cite their SIE trip as a transformative element of their education. It builds cultural competency, provides impressive experiential credentials, and inspires a desire to continue exploring the world.

About 50 percent of Bryant students who choose to study abroad for a semester or a year have first been on an SIE trip.

Professor of Economics Ramesh Mohan, Ph.D., has led many SIE trips since the program began. “There is absolutely no replacement for exposing students to intercultural dynamics and global connections,” he said in 2015. “It is crucial for them to capitalize on cultural intelligence in a wide range of global career options. SIE provides the platform to nurture this ability.”

Bryant Zhuhai students travel to the U.S. for their 11-day Sophomore International Experience, learning about American culture, business, and education. The SIE for Bryant Zhuhai students begins with a welcome from Bryant leaders and faculty, followed by morning and afternoon academic sessions, team building activities, and a welcome dinner.

STUDY ABROAD

Bryant ranks high among master's universities in the percentage of students who study abroad.

Students can study abroad for a semester, summer and/or a winter or January term.

"Have you ever dreamed of seeing Hamlet performed in London's West End? How about hiking through the Incan villages of Peru? Or looking to the horizon and wondering where the Great Wall of China ends?" Bryant challenges students to see an expanding world of opportunity.

Bryant's Study Abroad Office helps students tailor study-abroad opportunities to suit their needs and interests. Students can choose from hundreds of academic institutions in 50 countries, participating in immersive semester-abroad programs through Direct Exchange partnerships.

By 2018, there were 52 study-abroad countries to choose from, with 291 locations.

Bryant's leaders travel extensively to other nations to strengthen the University's international ties and explore opportunities for expanding its international programs. For example, in October of 2017, President



Machtley, Vice President of International Affairs Hong Yang, Vice President for Human Resources Timothy Paige, and Bryant Trustees Louis Page and David Weinstein traveled to Asia. In Singapore, the delegation held discussions with scholars at the East Asian Institute of the National University of Singapore, and with administrators at United World College of South East Asia. In Vietnam, two universities hosted the delegation. The group then went to China for the official Convocation for the Bryant Zhuhai class of 2021.

Bryant is a gracious host to exchange students from universities in other countries. In the fall of 2017, four students from the University of Birmingham in England enjoyed their time on the Smithfield campus as part of a one-year exchange program. "I have loved my time at Bryant," wrote Daisy Robertson. "The students, professors, and the staff are all so welcoming and have made my transition to America so easy. Go Bulldogs!" Her fellow Birmingham student agreed: "The experience has been amazing," said Harriet Dawson. "The community feel and friendly familiar faces each day really make you feel at home, and the location of Bryant helps to enable you to experience some of the greatest things America has to offer."



CHINA BECAME A STRATEGIC FOCUS IN 1999

In 2005, the U.S.-China Institute was established to forge academic, business, and cultural partnerships between Bryant University and higher learning institutions, business enterprises, and governmental offices in China. It is located in the John H. Chafee Center.

The Institute provides students and faculty with broad global perspectives and experiences and offers China-related services to businesses and communities.

Some of the U.S.-China Institute's business programs are:

BUSINESS TRAINING: The institute offers customized training courses for Chinese companies that utilize Bryant's expertise in global business to help develop the next generation of global leaders in both China and the U.S.

BUSINESS SERVICES: The U.S.-China Institute provides a wealth of information and services on doing business in China. The goal is to link New England businesses with Chinese counterparts through consulting and training programs, trade missions to China, and business matchmaking.



HONG YANG

Professor Hong Yang, Ph.D., now Vice President for International Affairs, is founding director of Bryant's U.S.-China Institute; Recognized as a U.S.-China Public Intellectual Fellow by the National Committee on U.S.-China Relations, Yang is a distinguished professor and research scientist. He has received numerous scientific awards and honors, including the prestigious Alfred P. Sloan Award in Molecular Biology and Evolution. Yang has authored more than 90 scientific articles and co-edited three books on geobiology, ecology, and the conservation of Chinese Dawn Redwoods. During his tenure as director of the U.S.-China Institute, he has developed numerous programs of academic, business and cultural exchanges between the University and China, and helped secure millions of dollars in grants and contributions for Bryant.



HOSTING CHINESE SCHOLARS AND DELEGATIONS: Throughout the year, the institute hosts Chinese scholars who are experts in their fields of study and helps them adapt to studying and living in the U.S.

TRADE MISSIONS: The U.S.-China Institute accompanies Bryant alumni and representatives of New England businesses to China to introduce them to potential investment partners and new business opportunities. Trade missions have focused on different regions, including Hubei Province, Shandong Province, and the Pearl River Delta region.

CUSTOMIZED TRAVEL PROGRAMS: Utilizing Bryant's expertise and the China connections it has developed through two decades, the Institute organizes a two-week travel program for alumni and the public that highlights China's cultural heritage along its ancient Silk Road, which spurred on the early stages of globalization. The programs include behind-the-scenes tours, and interaction with leading cultural and business experts.

TRANSLATION SERVICES: The U.S.-China Institute specializes in Chinese language translation for individuals and businesses. The Institute provides translation service for documents and websites, as well as interpreting services. It also provides phonetic Pinyin upon request and has the capability to translate both simplified and traditional Chinese characters.

Some of the U.S.-China Institute's academic programs are:

RESEARCH AND EXCHANGE: The Institute creates opportunities for U.S. and Chinese scholars and institutions to collaborate on research and academic programs through video conferences, online discussion, co-teaching, and site visits.

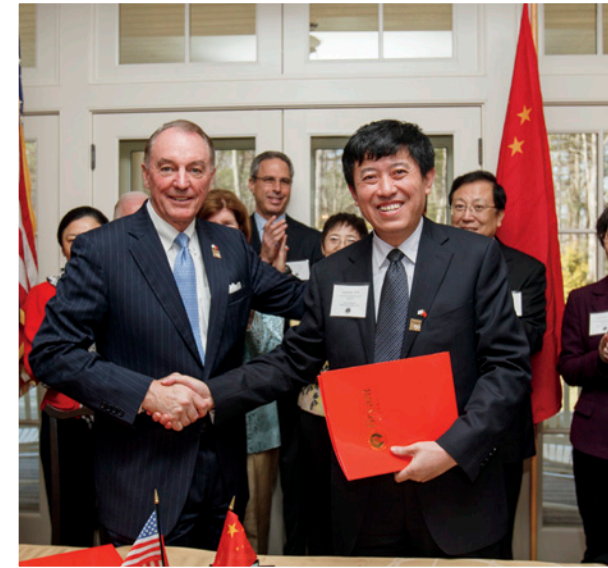
CHINA SEMINAR SERIES: Bryant hosts international guest speakers to discuss current issues regarding China. Seminars are open to the public.

SEMESTER ABROAD IN CHINA: Working with partner universities in China, the U.S.-China Institute offers customized semester-abroad programs for Bryant students and students from other institutions. The program includes courses in language, history, culture, business, and study trips throughout China.

SOPHOMORE INTERNATIONAL EXPERIENCE: As part of Bryant's SIE, this two-week trip to China offers students an opportunity to experience one of the oldest and fastest-changing civilizations in the world. Visiting historical and cultural sites, universities, and companies, students and faculty learn about the complexities and subtleties of Chinese culture and society.

STARTALK: Funded by U.S. federal agencies under the "National Security Language Initiative," the STARTALK program encourages U.S. students and teachers to learn strategically important languages that are not readily available, such as Chinese and Arabic. The program consists of Chinese language training and cultural immersion for middle and high school students and professional development for K-12 teachers of Chinese language, history, social studies, arts, and other subjects. Throughout the two-week program, students take part in intensive Chinese classes at the beginner, intermediate or advanced level. Seminars for teachers cover topics on pedagogy, contents, and certification. Cultural workshops and field trips have been provided to students and teachers since 2007.

BRYANT ZHUHAI CAMPUS: In collaboration with Beijing Institute of Technology, Zhuhai, Bryant University established a branch campus in Zhuhai, Guangdong Province, to become the first U.S. university to offer a four-year business degree in China. The Institute leads Bryant's coordination of activities between the Zhuhai and Smithfield campuses. This includes academic, administrative, and logistical support, Bryant students' one-semester study abroad in Zhuhai and Zhuhai students' summer courses and American experience at the Smithfield campus.



CONFUCIUS INSTITUTE

In 2006, the Confucius Institute at Bryant University (CIBU) became the first China-funded institute in southern New England. The institute is dedicated to promoting Chinese language and culture.

This joint project between Bryant and the Office of Chinese Language Council International (Hanban) provides resources for students, educators, and businesses. Named after the revered Chinese philosopher and educator, the Confucius Institute is managed by the U.S.-China Institute at Bryant University in collaboration with China University of Geosciences at Wuhan. Executive Director of the Confucius Institute is Bryant University Professor Hong Yang, Ph.D., a noted expert in environmental science, director of Bryant's U.S.-China Institute, and Bryant's Vice President for International Affairs. Bryant president Ronald Machtley is chair of the board.

In 2008, President Machtley was the keynote speaker at the opening ceremony of the annual Confucius Institute in Beijing, China. Speaking to more than 2,000 leaders from around the world, including 200 presidents of institutions that host a Confucius Institute, Machtley said: "Each of us has our own national interests, and our pasts are different, yet we are here today bound by a common interest: to understand China through its language and its culture." He emphasized the support of the Confucius Institute in developing exceptional opportunities for Bryant students. At that time, over 300 students had already studied in China. 30 percent of the faculty, 80 percent of senior administration, and 33 percent of the University's trustees had also traveled to China.

"Only with the designation of Bryant University as a Confucius Institute, and with the resulting resources from this partnership," said Machtley, "have we been able to more fully implement a China strategy across the whole University and into our surrounding communities and businesses."



Some of the Confucius Institute's programs are:

CHINESE PROFICIENCY TEST SERVICES: In 2007, Bryant became the first institution in New England authorized by China's Ministry of Education to offer international standardized Chinese language tests, including Chinese Proficiency Tests (HSK), the Business Chinese Test (BCT), and the Young Learners Chinese Test (YCT) year round.

COMMUNITY CHINESE LANGUAGE CLASSES: CIBU offers several Chinese Mandarin classes for the general public, including Young Learner Chinese, Chinese for Adults, and private tutoring. The institute also works with local K-12 schools to introduce Chinese language and culture through the After School Enrichment Program and Chinese in Lunch Time Program. Language classes have also been developed for K-12 students.

CULTURAL CELEBRATION: CIBU brings major Chinese holidays to the Bryant campus, such as the Chinese New Year in early spring. Events feature artistic exhibitions, dances, folk music, and lectures by renowned speakers. In 2007, Bryant started a new annual tradition of themed Mid-Autumn Festival Celebrations. Some of the cultural themes have been: Ping-Pong diplomacy (2007), Chinese tea (2008), folk music (2009), grassland culture (2010), Chinese jade (2011), the Great Wall (2012), Chinese silk (2013), and early writing on bamboo strips (2014).

CHINA STUDY TRIP: In connection with Bryant's summer STARTALK program, CIBU provides U.S. teachers and students opportunities to travel to China and explore its rich history, diverse culture, and rapidly growing economy. The institute organizes study trips to historical and cultural landmarks and natural landscapes, as well as visits to local communities.

GOLDEN JASMINE CHINESE FILM FESTIVAL: In collaboration with the Rhode Island International Film Festival, the Golden Jasmine Chinese Film Festival introduces American audiences to the social and cultural landscapes of China through Chinese films.

CONFUCIUS INSTITUTE LIBRARY: The CIBU houses thousands of books (including audio/video materials) about Chinese history, culture, politics, economy, and ancient and contemporary literature, as well as textbooks and reference books in Chinese and English.

CHINESE CULTURAL EXHIBITION SERIES:

In partnership with leading national, cultural, and educational institutions in China, CIBU organizes themed Chinese cultural exhibits, with scholarly presentations, cultural displays, and hands-on activities for young audiences.

Yang recalls some of the exhibitions produced for the Bryant campus:

“Our exhibits have been in the Grand Hall — usually a one-day affair, but later we’d have them for a full week. We’d start with an opening speaker, then open the exhibit and let people enjoy some hands-on interaction. The exhibits attract a great many visitors from around New England.

“In the past 10 years, we did a cultural program on Chinese tea. We worked with the Chinese National Tea Museum to exhibit how tea is prepared, why there are so many different kinds of tea, how good it is for your health, and the proper way to drink. The next year we did a program about silk because silk has been part of the Chinese tradition and China’s early trade with the western world. We worked with the National Silk Museum in China and brought an exhibit here. Students dressed in silk and had a modeling show on silk.

“Then we offered a program on porcelain, which also has a long history in China. It was important in trade. If you go to Newport, Rhode Island, and see the old mansions, you’ll see china made in China, with their logos. We had an exhibit on styles of porcelain in China, and its significance in trade with the U.S. and U.K. We did something similar with Chinese jade. In China, jade is more valuable than gold. Again, we did this with a top museum, with experts. We’d work with them to bring in the exhibit, and then we’d modify it in a way that allowed the general public, who would often come with children, to have some hands-on experience.

“Perhaps the most amazing exhibit featured ancient cave art in the Dunhuang region of China. We did this in partnership with an institution in China, the Dunhuang Academy. Dunhuang is a site in the far west of China, along the ancient Silk Road. At the site, they have nearly

500 caves. The caves were carved from the 4th century to the 14th century. They were decorated with beautiful paintings and statues. Most of them are Buddhist in nature, but integrated into different religions, different cultures, Taoism, and Middle East Islamic culture, because this — right on the Silk Road — is where different cultures integrated.

“Their academy was supported by a foundation in New York and other funding, which allowed them to digitize the caves. So it was a digital project that we wanted to exhibit here. They said, based on their new digital product, that they could reconstruct a cave for us. They had the digital imagery of caves and told us: based on the size of your available space, we could measure and then print the murals that decorate the cave. That’s what they did for us in 2017.

“Cave 285 had a lot of significance. It has both East and West elements in it. And it generated tremendous excitement here for the entire 10 days of the exhibit.”



Interactive chinese cave exhibit: Bryant was the first U.S. academic institution to reconstruct a replica of a 6th century cave from the Mogao Grottoes, a UNESCO World Heritage Site. It was part of a multimedia exhibition that presented arts of the caves; information about the economies along the ancient and modern Silk Road; musical, commercial, religious exchanges; and environmental changes along the trade route.

Students, faculty, and staff explore exhibit:

“Dunhuang: An Oasis of East-West Cultural, Commercial, and Religious Exchanges Along the Ancient Silk Road” was a 10-day exhibit and series of seminars hosted by the U.S.-China Institute in 2017. It featured images of cave paintings, a replica of Cave 285, a virtual reality cave experience, and an international short film.





BRYANT ZHUHAI



Groundbreaking for Bryant Zhuhai in 2015: President Machtley (third from right), Bryant Vice President for International Affairs Hong Yang (far right), and other officials from Bryant attended the March 19, 2015, groundbreaking ceremony in Zhuhai.

In the fall of 2015, Bryant University opened its doors in Zhuhai, China, for the first class of a joint degree program collaboratively run with the Beijing Institute of Technology Zhuhai.

Bryant became the first and only American university with a presence in Zhuhai, the first university to establish a partnership with a private institution in China, and the only U.S.-China joint business four-year degree program in Guangdong Province on the southeast coast.

The academic program mirrors the vigor of Bryant's nationally recognized curriculum, the quality of its faculty, and its standards of excellence. Courses are taught in English.

The Bryant Zhuhai building is on the 800-acre campus of Beijing Institute of Technology, home to about 25,000 students. Half of the 107,000-square-foot facility, constructed entirely through funding from Zhuhai partners, is dedicated to the Bryant program.





In 2016, Bryant celebrated another milestone as a leader in international education by welcoming the first group of students from Bryant Zhuhai to the Smithfield campus. Eighty-seven students – more than half of Bryant Zhuhai’s inaugural class – traveled to the U.S. as part of their Sophomore International Experience. “Seeing you here at Bryant, just one year after you began this transformational experience, just makes me so proud,” President Machtley told the students. “It is such a great honor to welcome you to the Bryant campus.”

David Lux, Ph.D., Founding Academic Dean of Bryant Zhuhai, expressed similar gratitude and personal pride on the occasion. “For me, this is a very special moment. I feel honored to represent both Bryant University and Bryant Zhuhai and to have these intercultural conversations and the opportunities to work between the two cultures.” The following year, 2017, Lux returned to Bryant’s Smithfield campus as Professor of History.

In 2017, Bryant announced the successor for Lux as Academic Dean of Bryant Zhuhai: Daniel J. Borgia, Ph.D., who oversees the faculty and academic programs. Prior to taking the position, he served in numerous academic and administrative posts in other colleges and universities. “I very much appreciate Bryant’s student-centered and innovative approach to education,” he said, “and I look forward to creating opportunities for Bryant students from both the Zhuhai and Smithfield campuses to become successful leaders and innovators.” He co-authored *The Wild, Wild East: Lessons for Success in Business in Contemporary Capitalist China* in 2011, a book about conducting business in China. Borgia and his wife, Jia, who was born and raised in China and is now an American citizen, own a home in the northern city of Tangshan where they often travel.



4MILE PROGRAM

In recent years, the four-year Multicultural and International Leadership Experience (4MILE) became Bryant's orientation for international students and domestic multicultural students.

The program begins with a week of events that feature team-building exercises, cultural and social workshops, presentations, and activities. First-year students are matched with upper-class mentors who help connect them with the Bryant community. This tailored experience helps acclimate students to their new home, provides a hub for the academic and personal resources they'll need, and fosters lifelong friendships that greatly enhance a formal education.

Students and their parents are given a document created by Bryant that other schools also use. "4MILEstones" sets markers for each year as a "road to success for international students." It's also available online. It is a checklist that helps parents talk with their students about the progress they're making at Bryant. It lists dozens of milestones for each of the four years in four

different categories: cultural immersion, academic success, social networking, and career preparation.

The annual goals of the 4MILEstones are clear in purpose: "For the first year, to make a successful transition and build a foundation for a fulfilling college experience ... for the sophomore year, to expand your self-awareness and broaden your involvement in university-wide programs and activities ... for junior year, to build your academic achievements and lay a solid foundation for your career path ... and for senior year, complete your degree requirements and be fully prepared for your post-Bryant endeavor as a successful Bryant graduate."

Hong Yang, Bryant's Vice President for International Affairs, said that calling the program 4MILE was partly because "we like acronyms," but noted that wordplay has its limits. "One day I got a call from Chinese parents whose son would be coming to Bryant as a new student. The mother asked me, 'What kind of shoes should we buy for him? I understand he has to run four miles.'"

INTERNATIONAL BUSINESS DEGREE PROGRAM

In 2004, Bryant launched a groundbreaking new degree program, International Business (IB). It has become one of the University's most popular majors and is now ranked 25th in the nation.

Unlike what was offered at other schools, Bryant's program requires a business concentration. IB majors must concentrate in one of the following: accounting, entrepreneurship, finance, global supply chain management, human resource management, information systems, leadership and innovation, marketing, or team and project management. And this functional foundation is supplemented by numerous educational opportunities to foster a global perspective.

IB students also achieve proficiency in a second language — partly by studying and working abroad — deepening their global perspective.

"We designed our program to meet employers' expectations of immediate productivity," said Finance Professor Betty Yobaccio, D.B.A., one of the program's primary architects. Now 15 years later, those who first designed the program look back and laugh. When they started with the incoming class, only the first-year classes were fully mapped out. Its evolution and success exemplified true entrepreneurship by the faculty, led by Professor Yobaccio, who retired in 2017.

The IB curriculum is supported by Bryant's many unique on-campus resources, including the John H. Chafee Center for International Business, which provides trade services to help area businesses expand into overseas markets. This "living laboratory" has enabled students to collaborate with faculty and staff to gain firsthand experience with global competition.



Madan Annavarjula is Dean of the College of Business and Professor of International Business. In 2008, as associate professor of management and coordinator of the International Business program, he approached the Chafee Center and proposed establishing a senior-year practicum. He realized that at other business schools the emphasis was on theory, rather than practice, and the standard teaching procedure was to use case studies, rather than hands-on experience. "In cases studies we say, 'This is what this company has been doing, what do you think are their options?'" he explained in a 2012 interview. "Whereas here, they're actually experiencing it in real time. It's experiential learning because they are being forced to think on their feet."

In the unique senior year practicum, students consult with Chafee Center partner companies, conducting research, doing analysis, and developing actionable strategic plans for international expansion. Gerald Cohen, the Chafee Center's trade specialist and IB coordinator, helped develop the program and is proud of its continued growth and success. "There's no other college that is doing what we do at the undergraduate level," he said in 2016. "Our model is unique."

Students also participate in business strategy games, simulated programs where they run a multinational company virtually. "What's really unique about this experience is that the students have to work as a group to run the business," explained Crystal Jiang, Ph.D., Assistant Professor of Management, "to think about every dimension of a business, from site selection, to promotion, to warehousing, logistics, supply chain management, to marketing and advertising, to enhancing shareholder value."

Like the Global Supply Chain Management practicum, the IB program has small teams of students working directly with business clients on projects, with oversight by faculty and staff from the Chafee Center. At the end of the semester, they present a written and an oral report to the client and a panel of judges who offer suggestions. Students also compete for awards and cash prizes for best projects. Gerald Cohen said that students "formulate industry and market analyses, produce SWOT reports and competitor briefs, assess



market trends, develop company strategy and create financial plans. This is experiential learning at its highest form."

Bryant's International Business program is ranked #3 nationally by *College Factual/ USA Today*, a reflection of its effectiveness in immersing students in real projects with real companies, and a recognition of the accomplishments of IB faculty.

Among Bryant's distinguished IB faculty is Andres Ramirez, Ph.D., Associate Professor of Finance and IB program coordinator. He's a native of Chile who previously had an impressive career as an international treasurer and controller. As a member of a Chilean multinational firm, he worked with subsidiaries throughout South America. And he's widely published in *International Business Review*, *Multinational Business Review*, and *Public Finance Review*. In class, he introduces students to the impact that events in other nations have on U.S. companies. They examine how events such as the 2008 worldwide financial crisis and the 2011 tsunami in Japan disrupted businesses all over the globe. "In the basic financial management class, students need to understand about interest rates, time value of money, stock markets – the basic tools of the game," said Ramirez in 2012. "The traditional textbook approach is to use the last chapter to say: 'Oh, by the way, there are



a lot of countries out there that have different inflations and different interest rates and different currencies, and legal systems.' At that level, I tell my students that they're not in Kansas anymore, that they're in the world. So how is that going to affect the way you learn and practice finance? It's going to affect it a lot."

The IB faculty includes a management professor who has taught in MBA and executive MBA programs in 14 countries, a former investment manager for the state economic and trade committee in China, and a professor whose research won Best International Paper in the Organizational Behavior division of the Academy of Management.

Bryant's IB graduates are in demand in business, government agencies, nonprofit organizations, and leading graduate programs. They are respected for being innovative problem-solvers and responsible leaders in the global business arena – with an in-depth understanding of their chosen business concentration, advanced written and oral communication skills, and an appreciation of the arts and humanities in all cultures.

MODERN LANGUAGES

CHINESE, SPANISH, FRENCH, ITALIAN

Language study is essential for employment in a growing range of professions, and proficiency in a language is required by most graduate programs.

Bryant's department of modern languages offers programs in Chinese, Spanish, French, and Italian. Classes are conducted in the target language. Bryant also hosts a language lab, which provides supplemental instruction and teacher and student instructional materials.

Chinese and Spanish are offered as a major, a concentration, and a minor. French is offered as a concentration and minor. Italian is offered as a minor. Each provides an advanced level of language proficiency and an understanding of the cultures where the languages are spoken.

Courses integrate culture, history, literature, and introduce students to business discourse. Language study teaches students to think critically and introduces them to ways other cultures construct thought and convey meaning.

To enhance study of a language, students are encouraged to take advantage of numerous study-abroad opportunities available at Bryant. Language competency is greatly enhanced by cultural understanding. That's why Heather Moon and Elisabetta Misuraca, lecturers in Bryant's Department of Modern Languages, teach ethnographic fieldwork to students who study abroad. And it's why the department often co-sponsors internationally focused events on campus.

The faculty are dedicated educators whose expertise runs the gamut from second-language acquisition and applied linguistics to cultural issues in countries where the language is spoken. Faculty members disseminate knowledge not only through teaching and publications but also in presentations and engagement with private and public organizations. They are active in service-learning, student assessment, and the pedagogy of foreign-language film and literature.



INTERNATIONAL RECRUITMENT

Recruitment of international students has been part of Bryant's strategic plan since the adoption of Vision 2010. The university's vision at the time was "...to provide an educational experience that prepares students for rewarding and successful professional and personal lives in an increasing global, technology sophisticated, and diverse world." Recruiting international students is supported by Bryant's focus on creating classroom discussions with a global perspective, and offering a residential experience that exposes students to cultures from around the world. Such diversity in thought and culture greatly enhances the academic and student life experience.

During the 2010–2011 academic year, Bryant's admissions office created a specific resource for a dedicated international student recruiter. This recruiter travels the globe to myriad high schools, preparatory schools, and other secondary education institutions in search of students who might thrive at Bryant University. Over the years, the top five countries in Bryant's student enrollment have been India, China, Canada, Turkey, and Ecuador.

In 2015, Michelle L. Cloutier '05 MBA, was appointed Bryant's Vice President for Enrollment Management, after nine years of leadership positions with Bryant's Office of Admission. Cloutier said, "International families are particularly attracted to Bryant because of its bucolic and safe campus, tucked away in the woods of Rhode Island. The benefit is enhanced when students realize the close proximity of the campus to cities — Providence is 15 minutes away, and Boston is 45 minutes. International families are also influenced greatly by rankings, such as Bryant's high placement in *U.S. News & World Report*. Our Bachelor of Science in

International Business is one of the most attractive academic programs to our international students, and, as of 2018, it's ranked as the #25 IB program in the nation. The expectation is that this degree-granting program will continue to grow in size and reputation."

Through the Study Abroad and SIE programs, students informally "market" the Bryant experience at numerous institutions around the globe. Those programs signify Bryant's commitment to creating truly global citizens. Both programs work with the admissions team, and assist in recruiting international students and promoting a community of inclusion.







NEW YORK



LONDON





EPILOGUE

On May 6, 2019, Bryant President Ronald K. Machtley announced to the university community his decision to retire the following year, after 24 years as president.

His announcement letter to the Board of Trustees captures the spirit, success, and story of Bryant's transformation during this historic 30-year era:

Dear Trustees,

After much reflection, I hereby notify you of my intention to retire after graduation in May of 2020. As you can imagine, this has been a most difficult decision for Kati and me because we love Bryant, its students, faculty and staff, and our work here. And you have been the best board that any president could be so fortunate to serve. I have so appreciated your and past trustees' leadership, mentorship and support over the past twenty-three years. Yet there comes a time to start a new chapter in life. Kati and I would like to pursue creative interests and travel while we're still in good health, rekindle old friendships, and spend much more time with our children and grandchildren. After 49 years of a working career that included service in the U.S. Navy, the practice of law, service in the U.S. Congress and now twenty-three years as president of this great institution, it is time to pause and pass the mantle of leadership to another.

This is a good time in the life of this institution to recruit strong candidates for Bryant's next presidency. They will appreciate that the University is in great shape. And they should welcome the challenge of developing the next strategic plan, to take Bryant beyond 2020.

Together I believe we have made a very good institution even better during our joint stewardship over the past twenty-three years. In many ways we have transformed our campus, our academic curriculum, and the perceptions which many had of Bryant College, now Bryant University. From an isolated business-only category in the Carnegie Classification system we entered into a Master's category, and now in the *U.S. News and World Report* ratings we rank in the top 10 of 196 similar Colleges and Universities in New England - Mid-Atlantic region. We added many new academic programs and distinguished faculty, also graduate programs, including our recent Physician Assistant degree, and collegially agreed on many contracts with our unions and resolved many potential personnel conflicts with minimal disruption.

We finished our first-ever Bryant capital campaign at \$40 million, above our goal, and we have already

eclipsed our \$75 million second capital campaign with over \$102 million raised — which we will celebrate in September at Homecoming. Together we have raised and invested over \$142 million in capital campaign philanthropy during my tenure and more than \$165.5 million when we consider all funds raised in non-campaign years. Our endowment grew from \$96 million to approximately \$180 million net after annual contributions to the budget.

The funds were instrumental in transforming our campus into one of the most attractive learning environments in the country. When I travel and see the campuses of other great institutions, I always return home to Bryant and assess how we compare. And, in my humble opinion, Bryant exceeds their appeal. No campus has better manicured grounds or maintained facilities, which reflects the conscientiousness of all staff who work here. It is a visible manifestation of everyone's efforts to do better and be better, to be "Inspired to excel" as our new brand tagline expresses it. We are all proud of Bryant, the place where we work and where students call home, where the aesthetics and architectural beauty are only exceeded by the academic excellence and spirit of the collegial community itself.

When we arrived twenty-three years ago, there were five empty dorms and an inherited annual operating budget deficit of \$1.7 million. But Kati and I saw this as an opportunity, not an obstacle. Like so many endeavors, the community needed some positive encouragement to realize how really great Bryant was and what the possibilities were for the future. And I don't mean that as a knock on any of my predecessors; they accomplished much. But our residential community had been through a rough patch and our staff, faculty, and particularly students needed to know that there was a brighter future and that they were appreciated, loved, and would be supported from the top down as a first principle of strategic planning.

From that first day on campus as the new president, I set about finding others who felt similarly optimistic about Bryant's potential. We found people who knew about academic excellence and governance, as well as international issues, some who could recruit, others

who could manage budgets or raise funds, who understood technology, and those who could take care of students 24/7. After all, it is the team, more than the leader, that makes something extraordinary happen — and I have been blessed with great team members.

Since that first inherited budget, we have never had another deficit, but rather, robust surpluses that have all contributed to the renovations of our facilities and still significant retained earnings we will pass on to my successor for future projects. While doing this, we not only invested annually in our infrastructure to prevent deferred maintenance, we built almost 500,000 square feet in twenty beautiful new facilities, and remodeled most existing facilities. And many of these new facilities won national awards.

We have made historic progress at Bryant — from a transformed campus and new academic programs, to international initiatives that have resulted in 47% of all Bryant students going abroad for some academic credit, and our establishment of a new school in China, which is about to graduate our first class this June. In athletics, we have proven as a Division I program that we can compete with the biggest and best, and our student-athletes have much better graduation rates and academic averages. Most important, Bryant is equal to any institution in graduating outstanding students who are prepared for leadership roles around the world.

Yet there is still much to be done to shape our desired, rightful future. For example, we need to prepare our students and staff for a technology/AI revolution that will dramatically change the economic and cultural landscape. And we must enhance an inclusive community where more women and minorities seek and find a great education. Many challenges face us, and I have no doubt that Bryant will rise to the challenges and succeed on our terms. But a new leader needs to start as soon as possible to craft and execute a new strategic plan.

Kati and I have given our very best to our cherished roles. We never backed away from challenges and I learned from mistakes. I could never have asked for a better partner in this endeavor than Kati who, by my

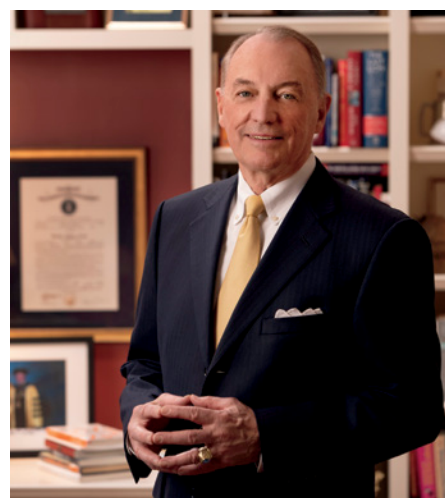
side long nights and weekends, year after year, created the most successful Women's Summit perhaps in the country, acted as a surrogate mom to many students, and provided heartfelt support and encouragement to so many staff and faculty when they needed help.

There are likely many university presidents more accomplished, but I can't imagine there are any who have cherished more the opportunity I was given to strengthen a learning community and help improve the lives of students. As I prepare to depart in a year, I will never look back and think we could have given more. We gave Bryant our best, and I hope that is the legacy which students and alumni remember — because it's true of all of us, the entire Bryant community. We have proven, time and time again, that giving one's best can produce great results and ensure a bright future.

Thank you for this honor. We are grateful to every member of the Bryant community, trustees, faculty, staff, students, alumni and parents.

Very truly yours,

Ronald K. Machtley
President



EXPANDING THE WORLD OF OPPORTUNITY





A man and a woman are standing in front of a large digital display. The man, on the left, is wearing a brown t-shirt and khaki shorts. The woman, on the right, is wearing a green jacket and black boots. The display is divided into several sections. The top left shows a world map. The top right shows a blue interface with various data points and charts. The bottom left shows a globe with a blue ring around it. The bottom right shows a large cluster of white dots on a black background. The text is overlaid on the bottom right of the image.

"MANY CHALLENGES FACE US, AND I
HAVE NO DOUBT THAT BRYANT WILL RISE
TO THE CHALLENGES AND SUCCEED ON
OUR TERMS."

- Ron Machtley





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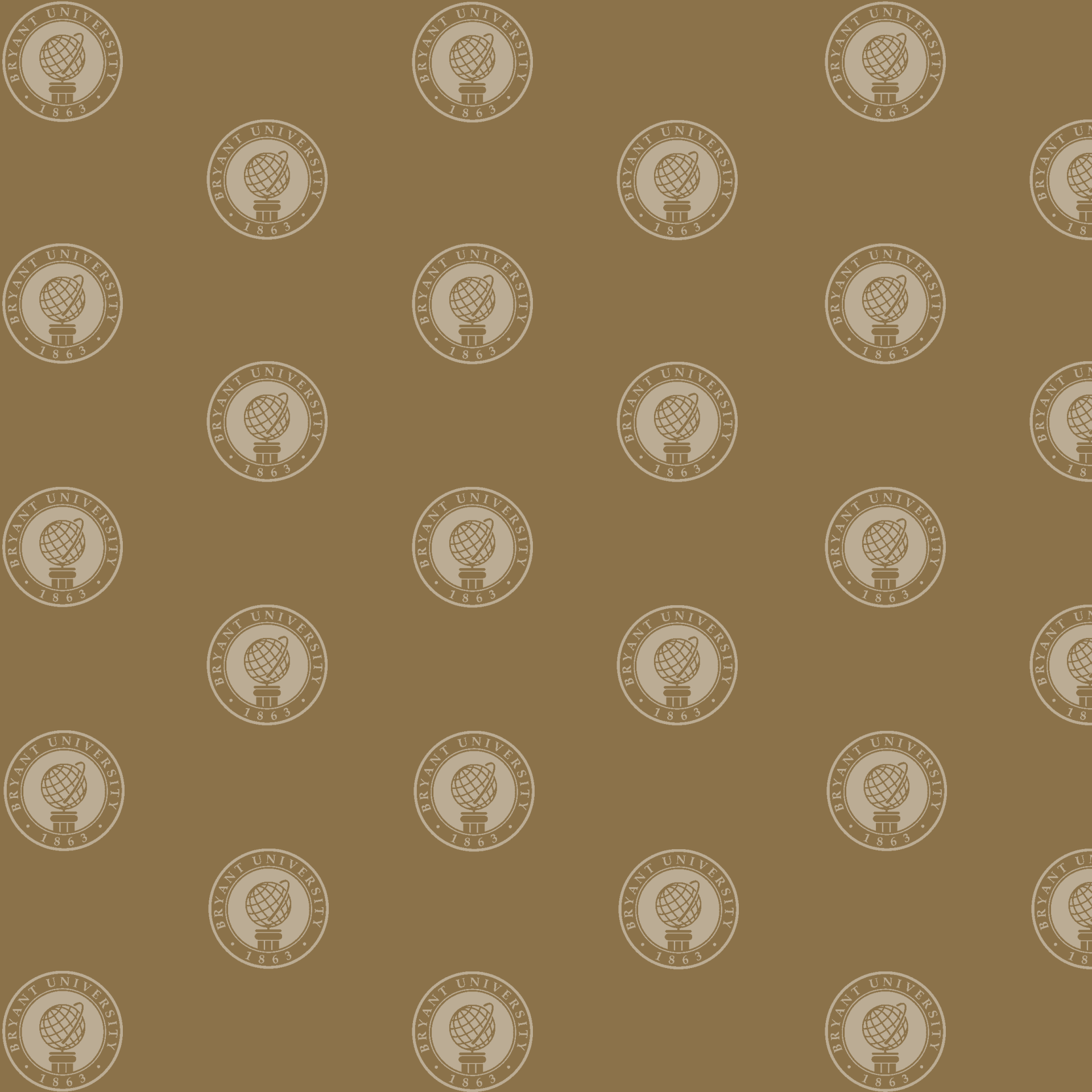
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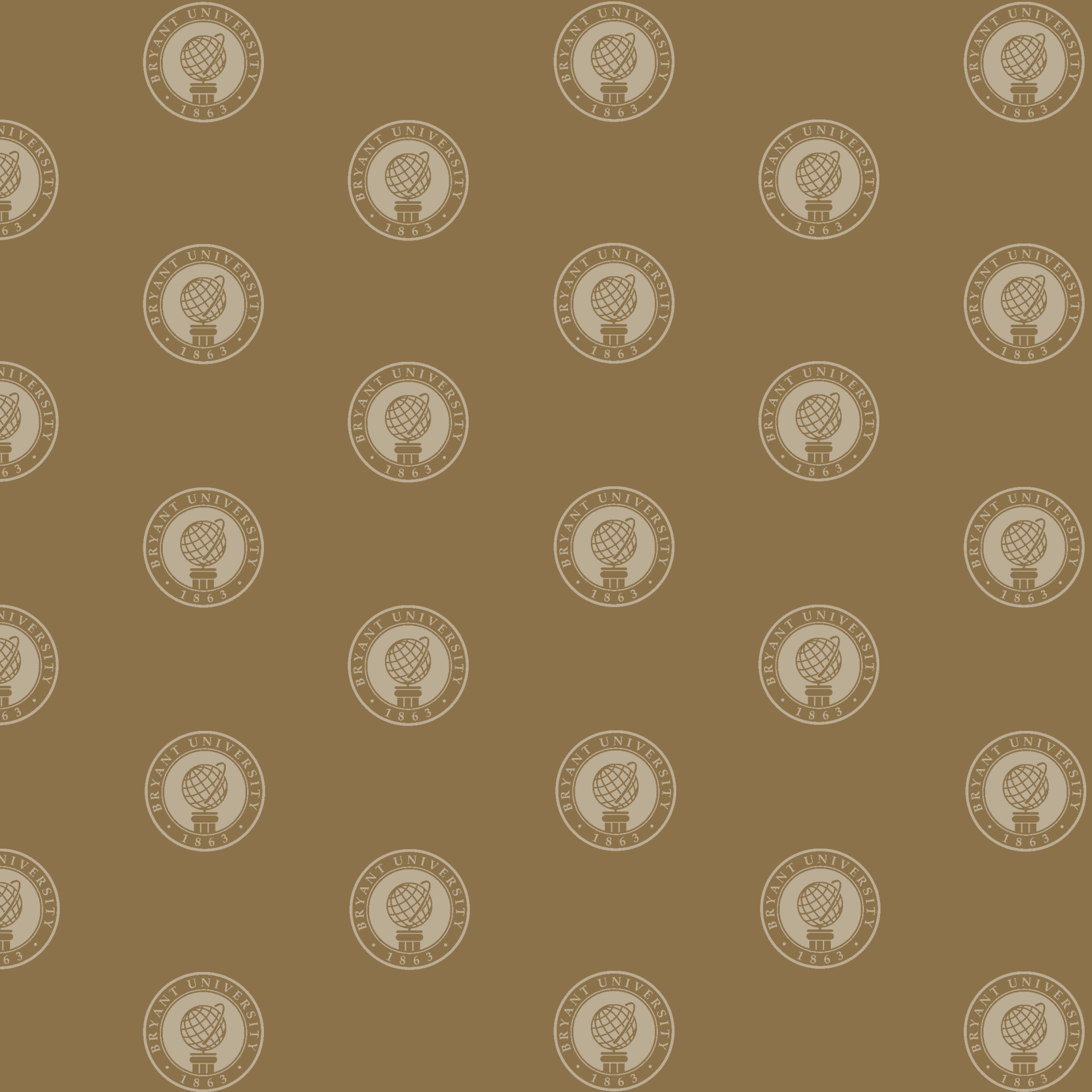
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“Bryant is a story of surprising transformation.

“In the last 30 years, Bryant has grown dramatically – in the number of students, faculty and staff; in academic offerings and experiential opportunities; in campus and facilities; in student life; in athletics and wellness; in diversity and international programs; and in its sense of community.

“Bryant is a story of many stories – an institution that has changed the lives of tens of thousands of students who, after graduation, have gone on to exemplary success in work, service, and life. It’s mind-boggling to realize that this is all so exponential – tens of thousands affecting hundreds of thousands...and ultimately millions. And so it is that Bryant is inexorably changing the world.”

Bryant President Ronald K. Machtley, who served the University 23 of these 30 years.